Gardner-Webb College

CATALOG 1975-1976



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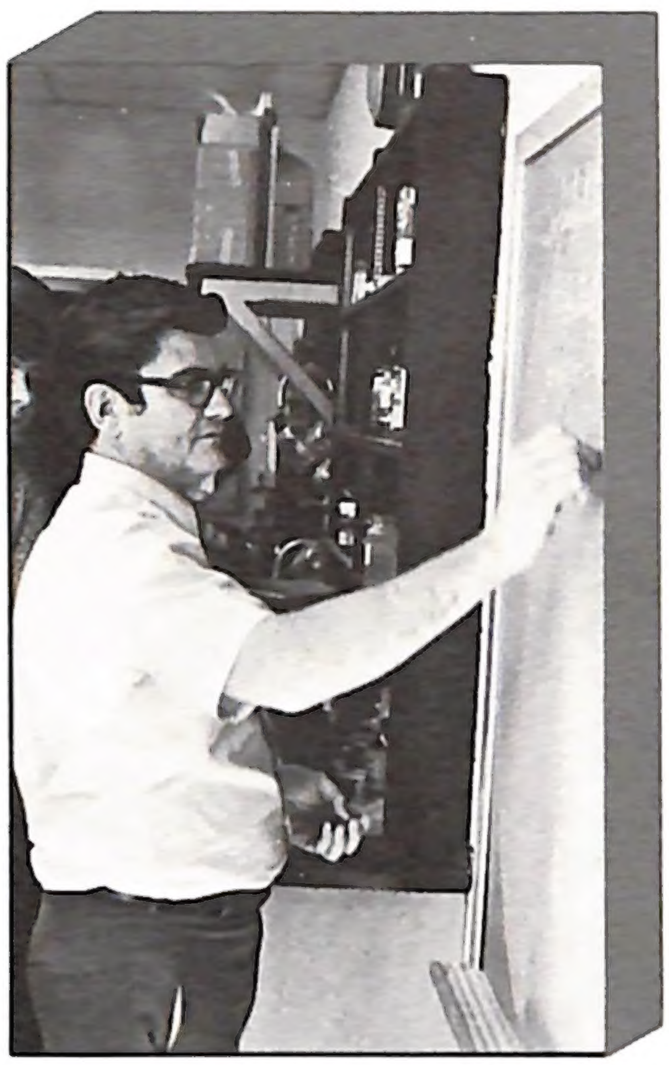
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Gardner-Webb College

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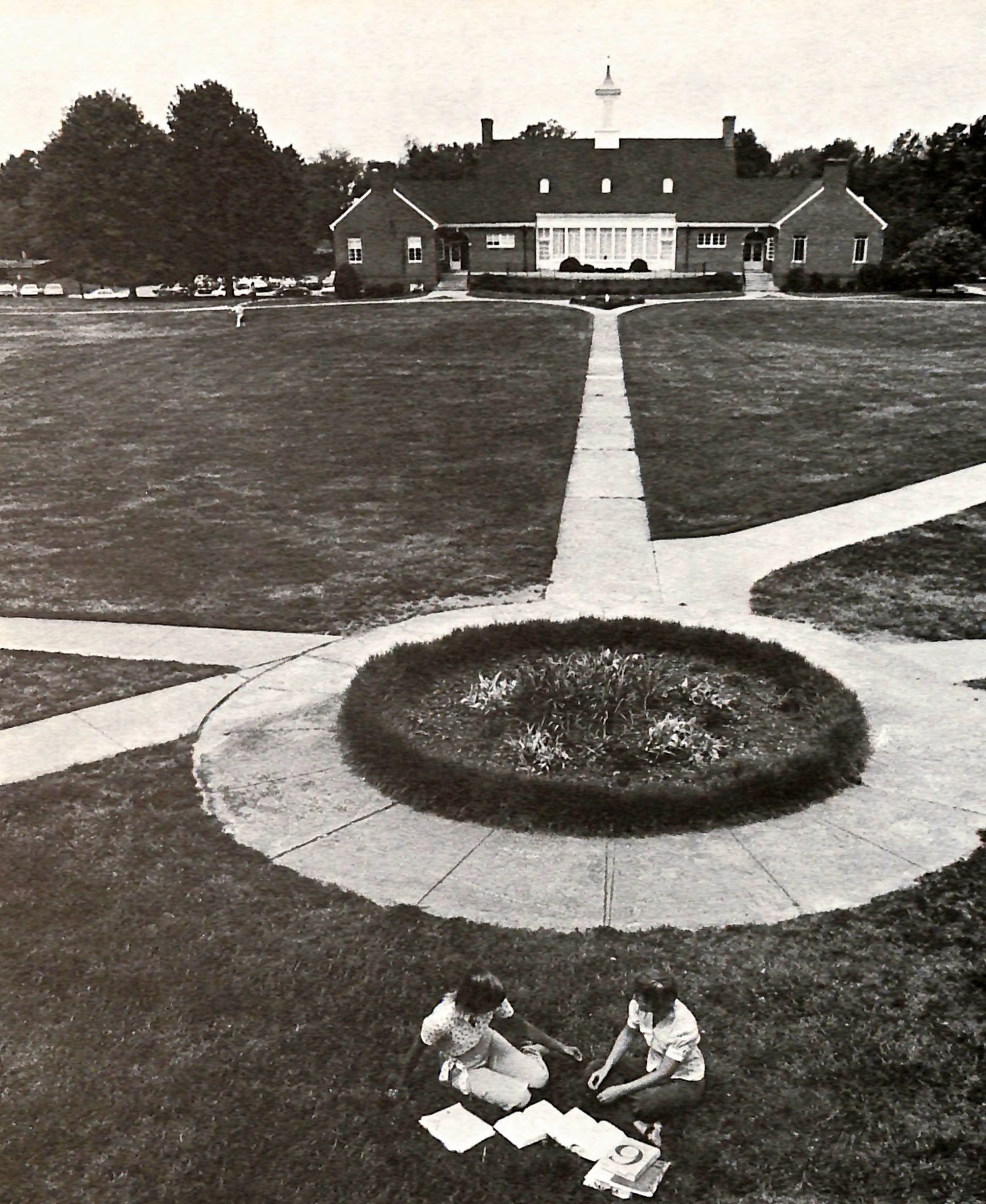


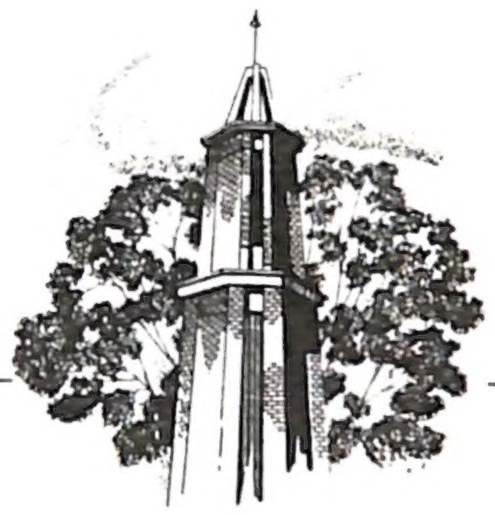






Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361





Gardner-Webb College

BOILING SPRINGS, NORTH CAROLINA 28017

FOUNDED 1905

OFFICE OF THE PRESIDENT

Dear Friend:

It is a privilege to me to welcome you to read the Story of Gardner-Webb College, which is set forth in the following pages. The Gardner-Webb Story is one undergirded with sacrifice and miracles. The power of God and the sacrifices of many people have brought the school to full accreditation as a Senior College.

A Christian College is made up of Christian trustees, faculty, administration and students who deliberately choose the Christian environment and who dare to commit their lives to Jesus Christ. The opportunities are here for those who desire to find the will of God for their lives. The leadership is here to help each person to develop his life to the fullest possible extent.

Fulfillment in life depends upon motivation and determination. Come and join with us as we develop the long range planning of life--now and for eternity.

Prayerfully,

E. Eugene Poston

E. Eugene Poston
President

ng

STUDENT LIFE



STUDENT LIFE

Campus life at Gardner-Webb College contributes to the avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations.

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extra-curricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding information on student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

The college administration in extending the rights and responsibilities of student government to the student body also makes it accountable for these responsibilities. Should the student government fail to exercise mature, responsible leadership, all or any part of this privilege would be withdrawn.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities re-

lated to the interests and welfare of women students. Each residence hall for women has an organized hall council directly related to AWS.

Men's Affairs Council (MAC): MAC is made up of all men students. MAC is responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has officers, president, vice-president, and secretary-treasurer, and the hall presidents are members of MAC.

Campus Code

The following Code of Conduct is an official part of Gardner-Webb College. Students who enroll at Gardner-Webb are agreeing through matriculation, to abide by this Code. The Trustees have voted that the following things will not be tolerated at Gardner-Webb and will result in disciplinary action and may result in suspension according to the seriousness of the violation.

1. *Dishonesty* — such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. *Theft* — theft or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality* — engaging in lewd, obscene or offensive behavior, speech, or writing.
4. *Drinking or possession of alcoholic beverages and/or use or possession of drugs* on campus or at college-related functions.
5. *Gambling* — in all forms.
6. *Hazing* — Hazing is prohibited by North Carolina Statute: 14-35. "Hazing: definition and punishment — It shall be unlawful for any student in any college or school in this State to engage in what is known as hazing, or to aid or abet any other student in the commission of this offense. For the purpose of this section, hazing is defined as follows: 'to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity.' Any violation of this section will constitute a misdemeanor."
7. *Unkempt appearance*
   Men — appropriately dressed at all times with hair neat, clean, well-styled and above the collar; moderate AFRO; no beards. *Women* — neatly and appropriately dressed and in keeping with the campus dress code.
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.

9. *Disrespectful and/or insubordinate behavior*. Failure to respond to an official notice from an administrator, faculty, or SGA will be considered insubordinate behavior.

10. *The use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

The Alpha Nu Omega-Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Director of Student Activities. Clubs and organizations fall under one of the following classifications:

Student Government Bodies
Honor Societies
Religious Organizations
Departmental Organizations
Class Organizations
Service-Activity-Political Organizations





Religious Activities

The college assumes that each person will find his place in the religious life of the campus and community without coercion except through the inner urging of his own soul. It is recommended that students affiliate with and become active in a local church. Campus religious activities are a part of total college life and provide opportunities for Christian growth and first time commitment.

Weekly required chapel provides an opportunity for the entire student body to be together, contributing to the distinctly different quality of life at Gardner-Webb. Programs feature outstanding personalities who have distinct contributions to make to the intellectual, cultural, and spiritual life of the student body.

A religious emphasis week is held each semester. Persons competent in their fields not only lead group activities but meet students on a person-to-person basis during the week.

The Campus Minister and Baptist Student Union Director are on the college staff to minister to spiritual needs and coordinate religious activities. The Baptist Student Union and other denominational groups provide the framework for religious meetings and activities.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunties of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

"The Web," the college yearbook, "The Pilot," the student newspaper, the Student Handbook, and "Reflections" are publications edited by the students of the college. The staff of each is a selected group of men and women with a faculty advisor. "The Web," the monthly alumni publication, is distributed to alumni and other contributing friends.

Athletics

INTERCOLLEGIATE

The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, and golf. Students are given ample opportunity to try out for these teams.

INTRAMURAL

A full staff of qualified coaches and physical education professors work diligently to provide the type of athletic program that will benefit the student as he prepares for a full life after graduation from the college.

The purpose of the Intramural Program is to provide an opportunity for each student to participate in athletic competition—in a team, dual, or individual activity—of his or her choice. A wide variety of sports and activities are offered.



STUDENT SERVICES

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with President E. Eugene Poston bringing the welcome message. The parents of all new students are invited and encouraged to attend this service. Later in the day, special attention is given to a Parents' Orientation period and the Student Government Association-Parents' Association Reception. Monday of orientation week is devoted to a general convocation and general testing. Tuesday's schedule includes academic sessions, registration, and picture taking. The SGA is in charge of Wednesday with its orientation periods. Various social activities are planned for the late afternoon and early evening hours during the week. Classes begin for all students on Thursday.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of three offices – those of the Director of Counseling, the College Minister, and the Assistant Dean.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the Office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

The College Minister is pastor to the Gardner-Webb College family. He is available to each student, offering those services normally provided by a local pastor. His ministry is to the whole person with emphasis on the spiritual and religious aspects of campus and personal life.

Academic counseling is the responsibility of the Assistant Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatibility. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Assistant Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline date for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college-approved housing.
4. All unmarried students, including students divorced or separated, must live in the college dormitories, college-approved private housing, or in the homes of their parents or other close relatives.
5. All unmarried students, including students divorced or separated, cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. All unmarried students, including students divorced or separated, living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. All unmarried students, including students divorced or separated, living in college-approved private housing in Shelby or nearby communities, may be considered as day students and are not required to purchase a meal plan.

8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.

9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.

10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.

11. Any student violating this housing policy or any part of it will be subject to suspension.

12. The college reserves the right to inspect all college-approved housing units.

13. The college reserves the right to make room assignments in the interest of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.

14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be subject to disciplinary action and/or a fine.

Dormitories will open prior to the first day of registration of each semester. The dormitories will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The dormitories will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee of $1.00 per day.

ROOM ASSIGNMENTS: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

KEY DEPOSIT: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Residential Buildings

HOUSING FOR WOMEN

James Webb Gardner Memorial Dormitory (Decker Hall): This three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 130 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

Stroup Dormitory: First used during the 1956-57 school year, the Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the counselor. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.



HOUSING FOR MEN

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two room furnished apartment for the counselor.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture.

Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Mobile Dormitories: The college has fifteen mobile units which house eight men each. They are centrally located, allowing easy access to all areas of campus life. These facilities are air-conditioned and electrically heated, and the rooms are comfortably furnished. Each unit consists of four rooms and two baths.

OTHER HOUSING

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

ARA Food Services Company of Atlanta, Georgia, a division of ARA Services Inc. of Philadelphia, Pennsylvania, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester. Two alternate plans are offered; a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College through its relationship with Royster Memorial Hospital and the Doctors' Building, which are located adjacent to the campus, provides a constructive health program for every student.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. A charge of $2.00 per visit is made during hours regularly scheduled for Gardner-Webb students. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A thorough medical examination is required of all new students. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance Program

Each enrolled student is covered with accident insurance. This coverage will protect the student 24 hours a day and is in effect for 12 months. Students have the option to purchase hospitalization coverage for sickness. For further details, contact the Business Office.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U. S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. All residence halls have coin operated washing machines and dryers.





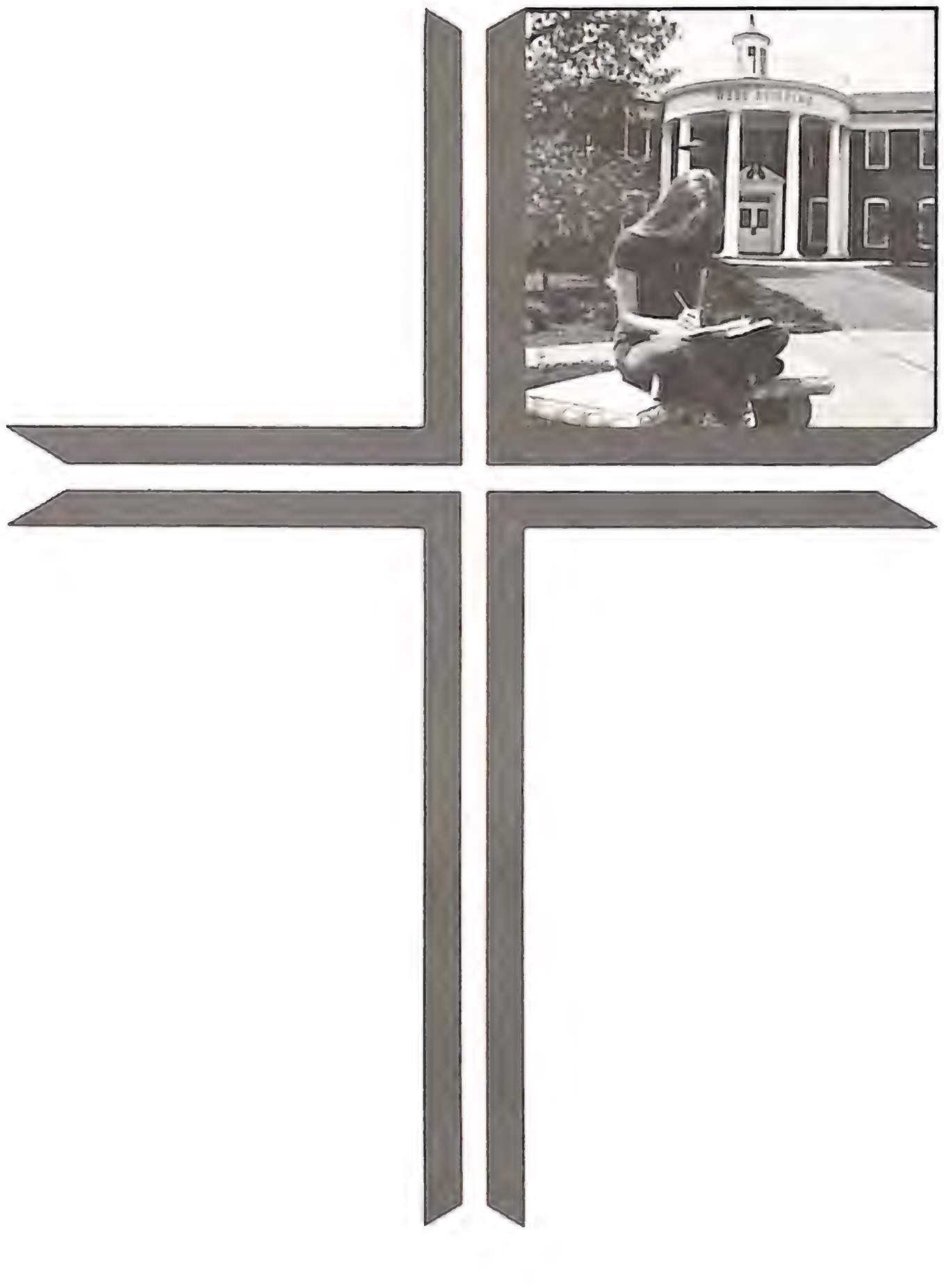
Placement Service

The Placement Office is located in the Charles I. Dover Campus Center. Student work on and off campus is handled through this office.

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and who need assistance in relating their courses of study to these occupations are invited to visit the office for consultation.

These services are available without cost and do not end when the graduate has been placed the first time. Those interested are advised to keep the Placement Office informed of their plans and professional preferences by filing placement forms with the office.

GENERAL INFORMATION



Introducing Gardner-Webb College

PURPOSE. The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

NATURE. Gardner-Webb College is a Christian liberal arts college, owned and operated by the Baptist State Convention of North Carolina. It is of moderate size with a good student to faculty ratio. Campus life is characterized by friendliness and genuine concern for the individual student.

ACCREDITATION. Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing and the North Carolina Board of Higher Education, and is authorized by the immigration authorities of the United States for the training of foreign students.

HISTORY. On December 2, 1905, The Boiling Springs High School, Incorporated, was chartered. The idea for this school was conceived by the Kings Mountain Baptist Association in 1903. This group was joined by the Sandy Run Association in the founding of the high school which was to become Boiling Springs Junior College in 1928.

The name was changed to Gardner-Webb College in 1942 in honor of Governor O. Max Gardner, his wife, Mrs. Fay Webb Gardner, and their families. The governor had taken great interest in the college and devoted much of his energies, time, and wealth to guiding and strengthening it.

The tenure of President Philip Lovin Elliott began in 1943, and was marked by the college's being admitted into the Baptist family of colleges of North Carolina and its accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was elected to head the college in 1961 and announced The Decade of Advance, 1961-1971. At the close of that ten-year period the college had reached virtually every goal proposed in 1961, and is now a fully accredited senior college.

Presidents

James Blaine Davis	1928-30
Zeno Wall	1930-32
James L. Jenkins	1932-35
A. C. Lovelace	1935-36
George J. Burnett	1936-39
J. R. Cantrell	1939-43
Philip Lovin Elliott	1943-61
E. Eugene Poston	1961-

LOCATION. Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

CAMPUS. A tract of one hundred thirty-seven acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

ACADEMIC PROGRAM. In addition to the offerings in the arts and sciences which are traditional for a Christian liberal arts college, Gardner-Webb has developed strong four-year programs in business related studies and teacher education and has retained its two-year associate degree programs in Nursing and Business.

The academic calendar features two semesters and two five-week summer terms, with offerings in the evening during the fall and spring semesters.

Gardner-Webb College is a member of the Piedmont University Center of North Carolina, an agency whose purposes are to coordinate the interests of its members in improving higher education in North Carolina and to create an organization which assists its members in enriching and expanding their educational and administrative programs. Benefits of membership include use of an extensive film library and participation in the Center's Visiting Scholars Program.



Implementing the College Purpose

A. The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

B. We propose to accomplish our purpose by:

1. Making an effort to recruit students, faculty, and staff, who, when properly informed of our goals and purposes, indicate that they would be at ease in the atmosphere of a Baptist college, and be able to accept the school's code of morals and conduct.

2. Accepting students, who, in the judgment of the Admissions Committee, are capable of doing college-level work, and then attempting to challenge and guide them in discovering and developing their potential—intellectually, spiritually, physically, socially, and vocationally.

3. Offering, within the framework of Christian truths and ethics, a liberal arts education, with sound programs of study in religion, humanities, arts, and sciences, all oriented toward the goal of encouraging students to reach for academic excellence.

4. Organizing college-sponsored social events so as to nourish and strengthen a tendency toward responsible social behavior and toward acceptance of a Christian code of morals and conduct.

5. Requiring six hours of survey courses in religion, and providing religious and devotional exercises, such as Religious Emphasis Week, religious revivals, and required chapel, religious guidance and counseling, and the services of a full-time college minister. No one is forced to become a Christian, nor is anyone penalized by the college for not accepting the claims of Christ. However, it is hoped that in fulfilling the stated purpose, that every person in the Gardner-Webb family who is not a Christian will experience the Christian faith.

6. Offering opportunity for any interested student to join organizations devoted to Bible study, examination of the Christian faith and other great religions, ministerial internships, and voluntary acts of charity in the surrounding community.

7. Emphasizing that a Christian is a free individual, who, while accepting certain truths as eternally unchanging, constantly searches for a better understanding of himself and his relationship to God, his fellow man, and his environment.

8. Teaching and emphasizing that academic freedom and freedom of thought mean freedom with responsibility.

9. Encouraging students, faculty, and staff to give witness, by speech and actions, concerning the wholesome influence of the Christian religion in their lives.
(Items numbers 1 and 3-9, we believe, encourage the development of quality Christian students, as we define "quality" in the context of our Statement of Purpose.)

10. Recognizing those students who excel in academic achievement.

11. Showing awareness of, and Christian concern for, the needs and problems of our community, and providing programs and services (appropriate to an institution of higher learning) that may help to meet some of those needs or offer solutions to some of those problems.

12. Preparing students for roles as active citizens by providing a student government, and by placing students, as voting members, on various college committees.

13. Developing qualities of leadership through orientation and leadership conferences, and through emphasis on character and leadership in campus activities.

14. Bringing to the campus well-known speakers, and outstanding performers in the fine arts.

15. Encouraging membership in such vocationally-oriented groups as the Student Educational Association, the Ministerial Conference, and in the clubs of the various majors.

16. Providing testing services, so that a student may discover his aptitudes, and offering counseling to help him choose a field of study best suited to those aptitudes.

17. Providing a job-placement office to help our graduates locate or obtain suitable employment.

C. The following statements are intended to amplify certain phrases in the Statement of Purpose:

1. In the context of the Statement of Purpose, a "quality student" is one who is knowledgeable, shows a tendency toward independent thinking, and is honest, sincere, and moral.

2. We define a "quality Christian student" as one who believes in, and accepts, Jesus Christ.

Academic and Administrative Buildings

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium equipped with a two manual pipe organ, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use.

This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: Named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president, and a spacious conference room.

The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air conditioned. Mrs. Gardner continued the work that her late husband loved—the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for biology, chemistry, physics, mathematics, and mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.



The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices and the public relations office.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6000, a track, and a fully equipped field house which serves as a teaching station. It was named in memory of Mr. E. W. Spangler, a Shelby businessman, and his wife, Mrs. Verna Patrick Spangler. The field house was named in honor of Mr. V. F. Hamrick of Shelby, N. C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by David and Winfred Hubert Lindsay of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet

of floor space. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr. and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr. Memorial Chapel: This graceful and inspiring structure completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a Christian college. The interior features a 336-seat auditorium, the college minister's office, and a Baptist Student Union area provided by Mr. and Mrs. T. R. Hendrix, Sr., of High Point, N. C. The lower level provides space for three classrooms and seven faculty offices.

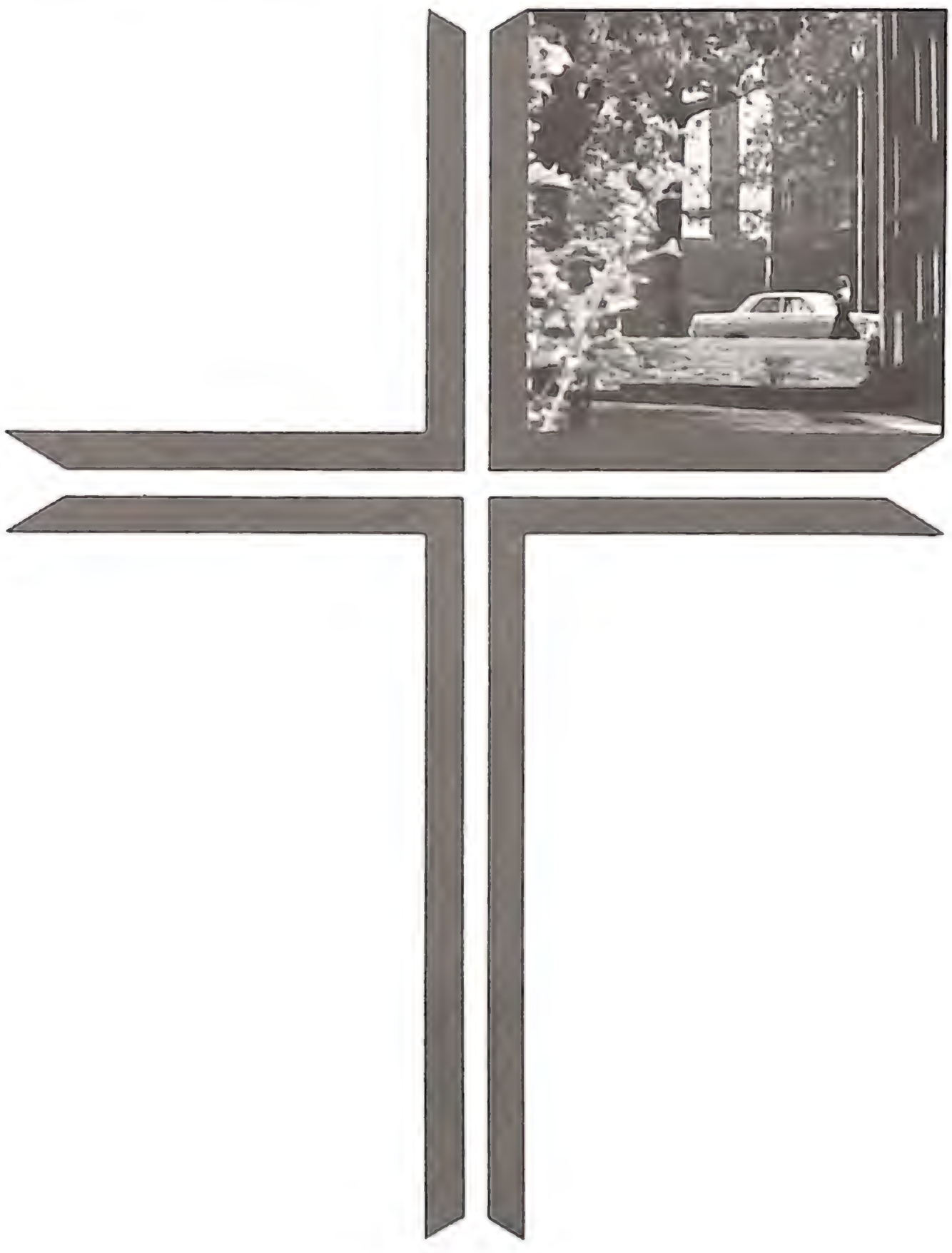
Radio Station WGWG: This 5,000 watt stereo FM educational station was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. The station is located in the President's former home which was erected in 1947, and it began broadcasting in January, 1974. Gifts from the Frans family have also provided an AM facility for student programming on campus.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students.

The collection consists of more than 80,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the two most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the late Dr. R. C. Campbell.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, who served as a trustee of Gardner-Webb College and supported Christian Higher Education in general. Mr. Craig's widow, his son, H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.

ADMISSIONS



General Information

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered by the Admissions Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Gardner-Webb College has a racially and religiously nondiscriminatory admissions policy.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted by April 15 and those for the spring semester should be received by December 1. Summer school applications should be filed before June 1.

Advance deposits are required of students accepted for first-time admission and former students who have not attended Gardner-Webb for one or more semesters. Details are included in the Financial Section.

ADMISSION OF FRESHMEN

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.
5. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College.

English	4 units
Foreign Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

ADVANCED PLACEMENT

Advanced Placement Program: Students achieving a maximum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to regularly enrolled students submitting test scores from the College-Level Examination Program on the following bases:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.



4. Unsatisfactory scores will not become a part of the examinee's academic record.

5. A CLEP test on any subject may be taken only one time.

6. Concerning the General Examinations:

   1) The examinee must submit a score at or above the 25th percentile on each test, the percentile being based on data from the national norming study, as recommended by the American Council on Education.

   2) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:

      a. A maximum of six semester hours credit will be granted for each test.

      b. A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.

   3) Credit thus granted may be applied to the examinee's course of study only as Basic Courses or free electives.

7. Concerning the Subject Examinations:

   1) The examinee must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.

   2) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.

   3) Credit thus granted may be applied to the examinee's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the transcript evaluation officer, and credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Programs: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing I, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Vice President of Academic Affairs and the appropriate academic department.

ADMISSION OF TRANSFER STUDENTS

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
5. An official transcript from each institution attended.
6. A formal personal data sheet from the last institution attended.
7. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations stated in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

ADVANCED STANDING

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level is at the discretion of the transcript evaluation officer.

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*Students who have successfully completed one or more quarters or semesters at another institution and have not taken the SAT may be excused from this requirement at the discretion of the Admissions Committee.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.
2. A formal personal data sheet from the last institution attended.

Those regulations concerning the advanced standing of transfer students apply to these students.

ADMISSION OF OTHER STUDENTS

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit
   - A. College Graduates
   - B. Rising High School Seniors
   - C. Evening School Students
2. Non-Credit
   - A. Music Students
   - B. Auditors
   - C. Others

FINANCIAL INFORMATION



EXPENSES

GENERAL STATEMENT: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

CHARGES: Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester
Tuition	$920.00
*Board	See Statement Below
Room Rent:	
Air-Conditioned—Deluxe Dormitory	235.00
Air-Conditioned—Mobile Unit	220.00
Regular Dormitory and Community Housing	185.00

Students who take less than 12 hours will be charged $50.00 per semester hour. For further information contact the Vice President of Academic Affairs.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge.

**BOARD — The College offers a choice of two meal plans; a 5 day Mon-Fri. and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $275.00 to $300.00 each semester.*

SPECIAL FEES:

	Per Semester
MUSIC—Piano, Voice, Brass (Private)	
Two lessons per week	$145.00
One lesson per week	85.00
ORGAN (Private)	
Two lessons per week	180.00
One lesson per week	100.00
CLASS INSTRUCTION IN APPLIED MUSIC	35.00
DATA PROCESSING	125.00
ART	40.00

OTHER CHARGES:

Application fee (non-refundable)	$15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00
Make Up Final Exam.	5.00
Vehicle Registration	15.00
Transcripts (first copy is free)	2.00 each

ADVANCE DEPOSITS: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester and December 15 for the spring semester. Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward first semester charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

REFUND POLICY: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester, and the fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the college is considered a contract binding the students and his parents for charges for the entire semester.**

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to re-enter, a pro-rata refund of tuition, fees, room and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata refund will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

FINANCIAL AID

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. The purpose of the overall program is to encourage students having the promise of notable academic achievement and to encourage other students with demonstrated academic ability who have actual financial need. All scholarships, loans, and grants-in-aid are administered by the Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college. Awards made by the committee are based on the following considerations:

1. Actual financial need when need is a specific requirement of the award.
2. Demonstrated academic ability with a marked interest in the purpose of Gardner-Webb College.
3. Potential as a useful citizen as evidenced by attitude and personal activities.
4. Leadership ability as demonstrated in church, school, and community activities.
5. An interview with the committee when required.

In addition, the particular scholarship, loan, or grant-in-aid for which the student applies may carry certain specific requirements with it.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares most favorably with that at other well recognized institutions. This may be accomplished by advance planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan which may include various combinations of scholarship awards, grants, loans, and other aid sources will be explored. Students desiring to attend Gardner-Webb and having major financial needs should contact the Coordinator of Student Personnel Services early in their high school senior year asking for advice in securing a scholarship award and/or needed financial assistance.

Procedures For Applying For Financial Assistance

1. File an application for admission to the college with the Director of Admissions.

2. File an application for financial assistance with the Financial Aid Office. (Both of these applications may be filed at the same time).

3. File a Parents' Confidential Statement. (Independent students file the Student's Financial Statement.) All aid is based on the need analysis received from College Scholarship Service as a result of the completion of this form. Forms may be obtained from the Financial Aid Office at Gardner-Webb College, from a high school guidance office, or by writing College Scholarship Service, P. O. Box 176, Princeton, New Jersey, 08540.

4. Arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents, special arrangements may be made upon written request showing evidence of hardship connected with travel to the campus.

It is recommended that applications for financial assistance be filed in the early fall. The Financial Aid Committee meets in the fall, mid-winter, early spring, and early summer to consider applications for the following college year. Applications received after April 1 can be considered only in terms of available funds; therefore, early application is strongly advised.

No application for financial assistance will be considered by the committee until the applicant has applied for and has been accepted for admission to the college.

The following additional guidelines govern the Gardner-Webb College revolving loan funds.

1. All transactions such as signing the promissory note are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.

2. The maximum loan for an academic year cannot exceed the student's total cost of education less other financial aid received.

3. Terms of the loan:
   1) Repayment begins six (6) months after termination of education at Gardner-Webb College.
   2) The rate of repayment is $30 per month.
   3) The rate of interest is 7 per cent on the unpaid balance.
   4) The borrower is responsible for any litigation fees incurred because of delinquency.

4. The student must reapply when additional funds are needed since loans are not automatically renewed.

5. The student should borrow from only one loan program throughout his enrollment.

6. Separate applications are required for summer loans.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. *Application for renewal of loans and grants-in-aid by upperclassmen should be made by April 1.*

Announcement of academic scholarships and other awards is generally made between February 1 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to:

COORDINATOR OF STUDENT PERSONNEL SERVICES
Gardner-Webb College
P. O. Box 923
Boiling Springs, North Carolina 28017

Gardner-Webb College Assistance Programs

SCHOLARSHIPS

ACADEMIC SCHOLARSHIPS

Gardner-Webb Honor Scholarships: $4,000 may be awarded over a four year period. The applicant is to be interviewed by the Coordinator of Student Personnel Services, the Director of Admissions, or the Financial Aid Committee. He must exhibit good character and high moral standards and rank in the upper 10 per cent of his high school graduating class. He should have demonstrated special abilities and interest in one or more academic areas, have placement test scores in the highest classification, and a definite career goal. The range of these scholarships is $500 to $1,000 per year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on all credit courses taken.

Gardner-Webb Trustee Scholarships: $2,000 may be awarded over a four year period. The applicant is to be interviewed by the Coordinator of Student Personnel Services, the Director of Admissions, or the Financial Aid Committee. The applicant must exhibit good character and high moral standards and rank in the upper 25 per cent of his high school graduating class. Awards are based on high school record, leadership potential, and evidence of motivation. The range of these scholarships is $300 to $700 per year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: Up to $1,000 over a two year period may be awarded to a resident student or up to $600 over a two year period may be awarded to a commuting student. The applicant is to be interviewed by the Coordinator of Student Personnel Services, the Director of Admissions, or the Financial Aid Committee. The applicant must exhibit good character and high moral standards, rank in the upper 25 per cent of his college graduating class, and have the recommendation of the dean and/or president of the college from which he is graduating. The range of these scholarships is up to $500 per year for a resident student and up to $300 per year for a commuting student.

Gardner-Webb Merit Scholarships: These awards are made for one year only and are based primarily on need and past academic achievement. (1) High school seniors and graduates of good character and high moral standards who have taken the Scholastic Aptitude Test and who are recommended by their high school superintendent, principal, guidance counselor, or home-room teacher may compete. The range of the merit scholarships is $100 to $500 for resident students and $100 to $300 for commuting students. Applicants must take the Gardner-Webb College Competitive Scholarship Examination given in the spring. (2) Upperclassmen exhibiting excellent character and satisfactory accomplishments while attending Gardner-Webb College may apply for a merit scholarship in the spring semester of each academic year. The applicant must have an overall quality point ratio of 2.0 at the time of application and must maintain a 2.0 quality ratio to be eligible for reapplication for merit scholarship assistance.

CHRISTIAN SERVICE SCHOLARSHIPS

Christian Service Foundation Scholarships: The Christian Service Foundation of Gardner-Webb College provides scholarship aid for capable and deserving students preparing for full-time Christian vocational service. The Foundation is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation can qualify for an annual $250 scholarship provided he or she maintains a "C" average on all work attempted. The student can receive $125 of the scholarship the fall semester, if the application is submitted by July 1. The deadline for the application to be completed for the spring semester is December 1.

F.O.C.U.S. Scholarships: The Fellowship Of Christians United in Service gives three $200 scholarships each year. One is awarded to the past president of the organization, and two to members nominated by the organization and approved by the Financial Aid Committee.

Ministers' Dependents Scholarships: An annual $125 scholarship is available second semester to the dependent of an active minister if the applicant submits the application by December 1, and if he or she maintains a "C" average on all work attempted.

Royal Ambassador and Acteen Scholarships:

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of Studiact awards received and/or the financial need of the applicant. Priority will be given to those young women who have participated in the Acteens program for the longest periods of time.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb and are based on the number of service aide awards received and/or the financial need of the applicant. Priority will be given to those young men who have participated in the Royal Ambassador program for the longest periods of time.

ENDOWED SCHOLARSHIPS

Clarence N. Peeler Andrews Memorial Scholarship Fund: Mrs. Hattie Peeler Self of Cherryville, North Carolina and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, have established a trust fund of $10,000 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

C. L. Beam Memorial Scholarship: In 1966, Mr. Charles Grier Beam, President of Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mr. and Mrs. Howard S. Berry of Valdese, North Carolina to help worthy and needy students as determined by the Financial Aid Committee of the college. This fund may be increased from time to time, and the interest is used to aid students.

Biblical Languages Endowed Scholarship Fund: This fund was established in 1970 by a group of people interested in promoting the study of Biblical Languages and in helping needy students who are concentrating in these languages. The income from this endowed fund is to be used as scholarship aid for able and deserving students majoring in Biblical Literature and Languages.

George and Ida Wood Blanton Scholarship: In 1955, George Blanton and Ida Wood Blanton of Shelby, North Carolina created a $10,000 trust fund for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College.

Boiling Springs Baptist Church Scholarship Fund: In 1973 Boiling Springs Baptist Church established a scholarship fund with an initial gift of $2,500 to be used to help needy students in securing a Christian education at Gardner-Webb College.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965, Mr. L. H. Brittain of Shelby, North Carolina gave property valued at $13,500 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund of $1,000 has been established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded. This fund may be increased from year to year.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart. The fund is open and can be added to at any time. The Financial Aid Committee of the college will choose the recipients.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson, was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is increasing through gifts from Mr. Dotson's family and friends and is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr. Memorial Scholarship Fund: In 1962, J. R. Dover, Jr. made an initial gift of $5,000 to establish an endowment fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of the late Mr. Dover.

Joseph W. Geddes Engineering Scholarship: In 1971, the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students. Mr. Geddes was a native of Scotland, a graduate of Edinburgh and Glasgow Universities and the University of London. He worked with the restoration of colonial Williamsburg, Virginia, and was engineer for the restoration of the White House in 1948, the building of the famous Mayflower Hotel, the Italian Embassy, and the National Theatre in Washington, D.C. Mr. Geddes came to Cleveland County with his wife to be the chief engineer in the building of the Pittsburgh Plate Glass Plant and retired here.

Goforth Brothers, Inc. Endowed Scholarship Fund: In 1965, Goforth Brothers, Inc. of Shelby, North Carolina created a $6,000 endowed scholarship in honor of Elizabeth Pannell Goforth and in memory of George E. Goforth. The income from this grant provides a $250 scholarship annually for a qualified student at Gardner-Webb College.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, the Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Rev. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is to be used to assist worthy students from the Cabarrus County area.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina have established an endowment fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students. Work grants are provided from interest received from this fund. This is an open fund that may be increased in the future.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965, Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

M. G. Martin Endowed Scholarship Fund: In 1927, Mrs. Ellen Bostic Martin of Mooresboro, North Carolina gave the school $2,500 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest from this fund is to be used for the education of ministerial students, preferably those related to M. B. or Ellen Bostic Martin.

Randolph Martin Scholarship Fund: This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her late husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Reverend and Mrs. B. E. Morris Endowed Scholarship Fund: This fund was established by the Reverend and Mrs. B. E. Morris of Charlotte, North Carolina to aid ministerial students or foreign mission volunteers at Gardner-Webb College. First consideration will be given to qualified students from the First Baptist Church, Stanley, North Carolina, the Salem Baptist Church, Lincolnton, North Carolina, and the High Shoals Baptist Church, High Shoals, North Carolina. Second consideration will be given to qualified students from the Baptist churches throughout North Carolina. Third consideration will be given to qualified students at large. Even though this scholarship is a grant, the recipients are expected to put an amount back into the fund equal to that which they receive when they enter full time service. Should a recipient fail to follow through in his calling to the ministry, he will repay the grant with prevailing interest from the time he leaves the ministry. Recipients of the fund who depart from the cardinal teachings of the Bible—inspiration of the Bible, the virgin birth of Jesus Christ, the historicity of the miraculous life of Christ, His atoning death and resurrection—will repay the grant with interest.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: This $5,000 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc. Endowed Scholarship: In 1970 an endowed scholarship fund of $12,000 was established by Porter Brothers, Inc. of Shelby, North Carolina. Income from the fund is to be used to assist a needy and worthy student.

Minnie Conner Poston Memorial Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, President of Gardner-Webb College. The scholarship is awarded to needy, well-qualified students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students will be assisted through the income from this endowment.

Race Path Baptist Church Scholarship Fund: An endowed scholarship fund was established in 1970 by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Royster Memorial Scholarship: Established in 1965 by Mr. D. W. Royster, Sr., of Shelby, North Carolina, this $12,000 endowed scholarship is named in memory of his parents, the late Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. Royster's memory, also. Income from this scholarship is used to assist needy and qualified students at Gardner-Webb College.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina because of their interest in Christian higher education. The earnings from this fund are awarded annually to a deserving student.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler, of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

J. P. Stevens and Company, Inc. Scholarship: In 1965, J. P. Stevens and Company, Inc. created a $12,000 endowed scholarship to be used to assist in educating a deserving and needy student at Gardner-Webb College. Income from this fund will be granted with preference given to qualified Cleveland County residents.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and may be increased each year. It is awarded each year to a needy and worthy student.

Union Baptist Church Scholarship Fund: An endowed scholarship fund was established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Margaret Young Memorial Scholarship Fund: In 1966, J. F. Alexander, Mrs. Martha Alexander Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created a $12,000 endowment scholarship as a memorial to the late Margaret Young.

OTHER ENDOWED SCHOLARSHIPS

Mrs. W. C. Lattimore Endowed Scholarship

Radio Station WEAC, Gaffney, South Carolina

Mr. and Mrs. Everette G. Spurling

Stanley Fixture Manufacturing Co.

ANNUAL SCHOLARSHIPS

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy woman student interested in teaching.

Bethany Baptist Church Scholarship: A $104 scholarship is given annually by the Bethany Baptist Church of the Sandy Run Baptist Association to an able and deserving student majoring in Biblical Literature and Languages.

College Woman's Club Scholarship: This is a $100 scholarship given by the College Woman's Club to a worthy freshman.

Loretta Phillips Cudd Scholarship Fund: This fund was established to help worthy and needy students at Gardner-Webb College. Mrs. Cudd was a student at Gardner-Webb during 1946-49. The recipient will be chosen by the Financial Aid Committee of the college.

F.O.C.U.S. Scholarship: The Fellowship of Christians United in Service gives a scholarship each year to an outstanding member of the organization.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S. C. Harrill of Lattimore, North Carolina will present a $250 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church and association, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives two $500 scholarships annually for ministerial students. These scholarships are awarded to needy, worthy students who plan to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meridian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: A $180 scholarship is given annually by Mr. and Mrs. Melvin R. Lutz, Jr. to an able and deserving student majoring in Biblical Literature and Languages.

Mr. and Mrs. William McConaghy Scholarship: A $200 scholarship is given annually to assist a deserving incoming freshman.

Women of the Moose Scholarship: The Women's Auxiliary of the Moose Lodge, Shelby, North Carolina, established an annual scholarship in the amount of $600 to be given to a needy nursing student.

Pleasant Grove Baptist Church Scholarship: A $600 scholarship is given annually by the Pleasant Grove Baptist Church of the Kings Mountain Baptist Association to an able and deserving student majoring in Biblical Literature and Languages.

Riverbend Golfers' Association Scholarship Fund: A $300 golf scholarship is given to a Gardner-Webb College student by the Riverbend Golfers' Association of Shelby, North Carolina. Stan Sherman, club professional, specified that the scholarship be given to a student golfer who wants to play and who needs financial assistance. The annual Bulldog Open Golf Tournament held in April supplements the fund.

Sixteenth Street Baptist Church Scholarship Fund: Established by the Sixteenth Street Baptist Church of Greensboro, North Carolina, this fund helps needy, worthy students.

Ethel Blanton Spangler Scholarship: This scholarship is given by Mr. J. Edwin Spangler of Shelby, North Carolina in memory of his mother to a deserving student who makes average or better grades, is of good character, and who deserves recognition.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, by his daughters, Mrs. Frederick J. Swift, Mrs. Russell Lumer, Mrs. A. H. Baynes, and Mrs. H. E. Eisenberger, to an able and deserving ministerial student.

Byron and Eula Wilson Annual Scholarship: Each year a $200 scholarship is awarded to a student with definite financial need. The award is given by Dr. and Mrs. Walter Fritz in honor of Mrs. Fritz's grandparents.

Wilbur Wilson Memorial Scholarship: This scholarship is awarded to a freshman student who plans to return to Gardner-Webb College. The award is decided on the basis of academic attainment and Christian commitment, and is presented at the closing exercises in the spring. It is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church

and denomination faithfully. He served as a deacon and Sunday School Superintendent at Dover and First Baptist Churches in Shelby, North Carolina, and at the Central Baptist Church in Miami, Florida. The award is presented by his wife, Mrs. Eula M. Wilson.

LOAN FUNDS

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970 by the Department of Business Administration for majors within the Department who are having difficulty financing their education. The amount of the loan should not exceed the cost of tuition and is available to juniors or seniors who have established their Major.

C. B. Baker Scholarship and Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb. This amounted to $7,500 and is to be used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Minerva C. Bland Endowed Memorial Scholarship-Loan Fund: This fund was established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina. This is an open fund that may be increased at any time. First consideration will be given to students at Gardner-Webb from the Second Baptist Church of Shelby, North Carolina, who are preparing for full-time church-related Christian service. Second consideration will be given to students from the same church who are dedicated Christians and need financial aid. Recipients are encouraged to contribute to the fund after they have repaid the loan for the purpose of helping future students.

Boiling Springs Baptist Church Loan Fund: In 1973 the Boiling Springs Baptist Church established a student loan fund with an initial gift of $2,500 to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount plus interest after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: In 1949, J. Herbert Bridges of Charlotte gave an initial $1,000 toward the establishment of a loan fund for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students – Christian students of good character who do not use alcohol or tobacco.

Buena B. Carpenter Floral Loan Fund: This fund originated at Mrs. Carpenter's funeral at her request and amounted to $165. Her wish was that the money be loaned to those who are preparing for any phase of full-time Christian service. Anyone desiring to memorialize Mrs. Carpenter is encouraged to do so at any time.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee, with no interest to be charged. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina bequeathed stock worth approximately $8,000 to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr. of Shelby, North Carolina to assist needy students in acquiring a Christian education.

The Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Scholarship-Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. Anyone desiring to memorialize our deceased, beloved president is encouraged to help swell this fund.

F.O.C.U.S. Loan Fund: The Fellowship Of Christians United in Service established a loan fund at the beginning of the spring semester of 1973. The initial sum of $1,200 was increased by $1,600 in April, 1973. Additions will be made periodically through gifts received from churches as offerings taken during F.O.C.U.S. Weekends.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund on January 10, 1972 in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick, to assist needy, worthy Christian students who would exemplify her beliefs. It is an open fund and contributions may be made at any time.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts of $300 each to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Scholarship-Loan Fund: A $600 student scholarship-loan fund has been established by Mr. and Mrs. T. R. Hendrix, Jr., of High Point, North Carolina. Mr. Hendrix is head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950, Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina gave $2,500 to establish a student loan as a memorial to their son, Marion Hinson.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones and other friends to assist worthy students in obtaining a Christian education.

Ada Harris Knowles Loan Fund: This fund was established by Mr. Tom Knowles of Belmont, North Carolina in 1968 in memory of his mother.

John Maclaren Lawrence Memorial Loan Fund: In 1954, Mr. and Mrs. Tom Lawrence of Cliffside, North Carolina established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: In 1956, Gardner-Webb students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Endowed Loan Fund: An initial gift of $20,000 by Rev. and Mrs. H. M. Stroup of Spruce Pine, North Carolina established this fund whose income is to be used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Rush Stroup Loan Fund: In 1947, Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000. This fund is used for deserving young people, preferably Cleveland County students and ministerial students.



Lee B. Weathers Endowment Loan Fund: Friends of Lee B. Weathers, long time publisher and editor of the Shelby Daily Star and former trustee of Gardner-Webb College, established this loan fund following his death in 1958. In 1972 the late Mrs. Breta N. Weathers added $5,000 to this fund through her will in memory of her husband. Income from the fund is to be used as aid for deserving students with preference given to anyone going into journalism or with an interest in public relations or college publications.

Tom Withrow Foundation Loan Fund: In 1953, A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

OTHER LOAN FUNDS

Allen Loan Fund

Charles Andrews Foreign Language Loan Fund

Committee of One Hundred Loan Fund

J. Toliver Davis Loan Fund

First Baptist Church, Maiden, North Carolina

First Baptist Church, Shelby, North Carolina

Gardner-Webb College Loan Fund

Gastonia Altrusa Loan Fund

Gold Loan Fund

Graham County Loan Fund

Dr. C. H. Harrill Loan Fund

Governor Hawkins Loan Fund

L. & R. Oil Company Loan Fund

Logan Loan Fund

North Carolina Baptist Foundation Loan Fund

Roberts Loan Fund

Schenck Loan Fund

Florence Scism Loan Fund

Shelby Box Company Loan Fund

Shelby Lions Club Loan Fund

Shelby Rotary Club Loan Fund

Mr. and Mrs. T. M. Stanback Loan Fund

Suttle Loan Fund

Mr. and Mrs. J. O. Terrell Loan Fund

Union Trust Company Loan Fund

S. A. Washburn Memorial Loan Fund

Mrs. Fields Young, Sr., Loan Fund

COLLEGE WORK PROGRAM

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students employed on campus during an academic year are expected to work no more than 15 hours per week, and a student who works a full 15-hour week can anticipate total earnings of approximately $600 during an academic year. Students interested in securing campus employment should submit the Student Employment Application to the Financial Aid Office. First consideration for work assignments will be given to students who are in need of such earnings to meet college expenses and who submit employment applications by April 15, prior to the academic year in which work is desired. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.



Federal Assistance Programs

Basic Educational Opportunity Grant (BEOG): Direct grants for educational expenses are provided to the undergraduate student through this program. Because it is a grant program, the student does not repay the amounts received. Funds were available to full-time students entering college for the first time after April 1, 1973.

Supplemental Educational Opportunity Grant (SEOG): Students who entered college before April 1, 1973 may receive funds through this program. It is designed for students coming from families with exceptional financial need who would be unable to attend college without the grants. Awards range from $200 to $1,000 per year, and are not to be repaid.

College Work-Study Employment: The college participates in the federally supported College Work-Study Program and the PACE Program through which students from low-income families are given preference for job assignments. Job opportunities in the Work-Study Program are available on the campus on a part-time basis during the academic year and during the summer. The PACE Program provides full-time summer jobs for qualified students in approved agencies in their hometowns. Students interested in applying for College Work-Study employment must submit both the Application for Financial Aid and the Parents' Confidential Statement. Students interested in applying for summer work in their hometown through the PACE Program must submit both the Parents' Confidential Statement and the PACE Application Form, which is available by request to the Financial Aid Office or from high school counselors and principals. Applications for summer PACE jobs and for Work-Study jobs during the academic year should be submitted to the Financial Aid Office by April 15.

National Direct Student Loan Fund: These funds are awarded under regulations authorized by Title II of the National Defense Education Act of 1958 and as amended by Higher Education Act of 1972. Repayment of this loan is begun nine months after the recipient terminates his educational program. Interest is charged at the rate of three per cent on the unpaid balance. There are provisions for cancellation benefits for those who go into special service teaching professions.

Nursing Loan Fund: The college provides the Nursing Student Loan to help needy undergraduate students meet expenses in the Nursing Program. Repayment of this loan is begun nine months after the recipient terminates his educational program. Interest is charged at the rate of three per cent on the unpaid balance. There are provisions for up to fifty per cent cancellation for those who work in a public hospital after graduation. Some selected hospitals have been designated for fifteen per cent cancellation per year for nursing services performed.

Nursing Scholarship Program: The college participates in the federally supported Nursing Scholarship Program, in which gift assistance is made available to a limited number of undergraduate students who have exceptional need. The scholarships range in value from $200 to $1,000 per year depending upon the recipient's financial circumstances.

Social Security Benefits: Dependent children who are eligible to receive Social Security benefits because of the death, disability, or retirement of a parent are entitled to continued benefits through age 21 if they continue their schooling. Details of this program are available at any Social Security Office.

Veteran's Benefits:

GI Bill Educational Training: Educational benefits are available for veterans who served and servicemen currently serving on active duty more than 180 days, any part of which occurred after January 31, 1955. Details of the program and application forms are available at all Veterans' Administration Offices.

Vocational Rehabilitation: Disabled veterans may qualify for educational benefits to overcome handicaps resulting from a service-connected disability. Questions may be directed to any Veterans' Administration Office.

Orphans, Wives, and Widow Education: Children, wives, and widows of veterans whose deaths or permanent total disabilities were service-connected, and wives and children of servicemen who are missing in action or prisoners of war are eligible for educational benefits in schools and colleges. Information and application forms are available at any Veterans' Administration Office.

State Assistance Programs

Guaranteed Student Loan Programs: Residents of North Carolina enrolled fulltime may borrow up to $1,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina Banking and Life Insurance Industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Applications are to be submitted to the Financial Aid Office.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their education. The award is $600 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.



Vocational Rehabilitation: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

Private Assistance Program

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student to continue his education. Additional information is available from the Assistant Business Manager.

ACADEMIC INFORMATION



GENERAL REGULATIONS AND INFORMATION

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures.

A student will not receive credit for any course for which he has not registered.

Late Registration: With special permission a student may be registered during the one week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Vice President of Academic Affairs within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course through the two weeks following the end of the mid-term grade report period each semester. Thereafter, a **WP** (withdrew passing) or **WF** (withdrew failing) is recorded. No hours attempted are recorded for the **W** or **WP** grades.

Should a student stop attending a course without following the procedure indicated above, the withdrawal is unofficial and a grade of **UF** would be recorded. Hours attempted which cannot be removed by repeating the course would also be recorded.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Academic Counseling: Each student is required to consult with his faculty adviser prior to each registration period to plan his course of study. The student must present a counseling card signed by his adviser to be admitted to the registration process.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A semester hour of credit is granted for one hour's attendance in class each week through a full semester.

A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours. Permission to exceed 18 semester hours must be obtained from the Vice President of Academic Affairs.

The normal load for summer school is 6 semester hours or a 4 hour laboratory course, and no boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 hour laboratory course. Permission to carry 7 semester hours must be obtained from the Vice President of Academic Affairs.

Auditing Courses: Any full time student may audit a class without charge, provided he has the permission of the instructor of the course. All others must obtain permission from both the instructor and the Vice President of Academic Affairs. A fee is required of all other students as indicated in the financial section.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Independent Study: The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by major departments.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than 6 semester hours credit in independent study may be applied toward graduation requirements.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted.

A Gardner-Webb student cannot improve his academic standing, as defined by the College Retention Standards, by attending another institution.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit and who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit and who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit and who have earned 90 or more semester hours of credit.
5. Special Students.
    1. Credit students — College graduates and rising high school seniors.
    2. Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Student Representation

Students who are on probation, either academic or disciplinary, are not eligible to represent the college until the probation is removed.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

Honors and Awards

SEMESTER HONORS

Two lists of honor students are posted each semester.

1. Dean's List: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.8 or more with no grade below C.
2. Honor Roll: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.8 with no grade below C.

ANNUAL AWARDS

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the male graduate making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to the female graduate making the best record in scholarship and general interest in college activities.

The winners of these awards are selected by the faculty.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings. The recipient is determined by the Department of Religious Studies and Philosophy.

Each year the music faculty chooses the outstanding music student in the college to receive the Schweppe Music Award. This award is given by the Shelby Rotary Club in memory of the late David Schweppe, son of Mr. and Mrs. J. V. Schweppe of Shelby.

GRADUATION HONORS

All students are eligible for graduation honors. A student with transfer credit is considered if his work at Gardner-Webb merits honor, but his overall Quality Point Ratio is used to determine the level of honor.



Baccalaureate degree candidates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude.*

Associate degree students whose Quality Point Ratio is 3.2 or more are designated as Honor Students.

Withdrawal, Suspension, and Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Business Office, *otherwise he is not entitled* to honorable dismissal. Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of the **UF** grade on all work taken that term.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Summer School and Evening School

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

High school seniors and rising seniors may take courses in both the summer and evening schools. Credit will be granted for courses successfully completed provided the student graduates from high school and subsequently enrolls at Gardner-Webb College.

For further information concerning summer school or evening school, contact the Vice President of Academic Affairs.

ATTENDANCE REGULATIONS

Class Attendance

GENERAL REGULATIONS

1. Since each class meeting is important, and the student is responsible for all of the work – including tests and assignments – of all class meetings, he is expected to attend all class meetings unless providentially hindered or representing the college.
2. The instructor is responsible for recording all absences, for excusing absences, and enforcing these attendance regulations.
3. Serious personal illness or accident and a death in the immediate family are valid excuses; normal contingencies, such as medical appointments, special occasions, and minor emergencies are not valid excuses. (Medical excuses should be signed by a physician or nurse.)
4. No absence without excuse is allowed at the time of an announced test or examination.
5. No absence without excuse is allowed in any laboratory work, and all laboratory work must be made up to the satisfaction of the instructor.
6. Three unexcused tardies count as an unexcused absence. (The student is responsible for clearing tardies with the instructor at the end of the class in which he was tardy.)
7. Being late more than fifteen minutes counts as an absence.
8. Failure to wait ten minutes from the beginning of the period for the arrival of the instructor counts as an absence.
9. For each unexcused absence in excess of that which is allowed below, the instructor may deduct three points from the student's semester grade in that course.
10. After the fourth unexcused absence in any course, the Registrar will be notified, and the student will be called in for counseling.
11. Credit will not be granted for any class in which absences exceed 25 percent. Maximum allowable absences from lecture periods for any reason(s) follow.

Class Meetings Per Week	Maximum Allowable Absences
1	3
2	7
3	11
4	15
5	18

SPECIFIC REGULATIONS

1. For Certain Students: The following students are allowed no unexcused absences:

   (a) All freshmen in their first semester of study at Gardner-Webb College.

   (b) All students on academic probation, and

   (c) Students with less than 1.5 Quality Point Ratio.

2. For Juniors and Seniors Having a QPR of 2.0 or Above: To take care of normal contingencies – such as medical appointments, special occasions, and minor emergencies – a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only four absences are allowed per semester.

   Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

3. For All Other Students: To take care of normal contingencies – such as medical appointments, special occasions, and minor emergencies – a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

   Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

Chapel Attendance

Each student is required to attend Chapel each semester he is enrolled at Gardner-Webb College. Any exception to this rule must be approved by the Vice President of Academic Affairs. The student is allowed three absences per semester for which he is not accountable. Excuses for Chapel absences must be submitted to the office of the Vice President of Academic Affairs for approval. Excessive absences will cause the student to be subject to the loss of all academic credit for the current semester.

GRADING SYSTEM

Scale of Grades

		Hrs. Attempted per Credit Hour	Quality Points per Credit Hour
A	— Excellent (95-100)	1	4
B	— Above average (88-94)	1	3
C	— Average (78-87)	1	2
D	— Below average, passing (70-77)	1	1
F	— Failure (below 70)	1	0
P	— Passing	0	0
I	— Incomplete	1	0
W	— Withdrew without penalty	0	0
WP	— Withdrew passing	0	0
WF	— Withdrew failing	1	0
UF	— Withdrew unofficially	1	0
FA	— Failure due to excessive absences	1	0

The **I** grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with his instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. An **I** automatically becomes an **F** unless course requirements are completed within the next semester and counts as an **F** in the student's QPR until it is completed.

The **W** is recorded for each course officially dropped through two weeks following the end of the mid-term grade report period in each given semester. After this, a **WP** or **WF** will be recorded for each course officially dropped. Students who officially withdraw from school and those who are suspended receive a grade of **WP** or **WF** depending on their progress in each course at the time of withdrawal or suspension.

A **UF** is recorded for all courses should a student drop out of school without following official withdrawal procedures. It is also recorded for individual courses which the student drops unofficially by non-attendance. Hours attempted with a grade of **UF** cannot be removed.

The **FA** grade is used to signify that the student's level of performance was passing, but credit could not be allowed because of excessive absences.

Quality Point Ratio

The student's general academic performance is indicated by his Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point

Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D**, **F**, **I**, **WF**, or **FA** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Vice President of Academic Affairs. If the student is excused, his grade will be recorded as Incomplete.

If a student is absent from a test which has been previously scheduled, he is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. A charge of $2.00 for a test and $5.00 for a final examination will be made unless the absence was for emergency reasons.

Reports of the student's progress are made at the end of each nine weeks. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

RETENTION REQUIREMENTS

Retaining Membership In the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually his desire and intention to retain his membership in the student body. This is done through a special form of application and involves on the part of the college a re-evaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a re-application fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the college is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. If a student's academic record is very poor, he may be asked to withdraw from the college.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

I. For Good Standing

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.2 QPR.
2. 30-59 hours—1.6 QPR.
3. 60 hours and above—2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.0 QPR.
2. 30-59 hours—1.4 QPR.
3. 60-89 hours—1.7 QPR.
4. 90 hours and above—1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours, approved by the Vice President of Academic Affairs.
3. The student may not represent the college.
4. The student is allowed no unexcused class absences.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.
2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:
   1) The student for whom academic suspension is waived because of a 2.0 QPR or above on his previous semester's work.
   2) The student allowed to return without a lapse of one regular semester.
   3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition—The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.
2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.
3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on his previous semester's work.

GRADUATION REQUIREMENTS

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for attendance at Chapel may be applied toward the degree. Other than this, the regulations regarding Chapel are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum quality point ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the degree of his choice. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this institution.

A student must have a minimum grade of **C** on each course counted toward his Major.

A minimum quality point ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of his program and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the degree for which he is registered. Each student must fulfill all the Basic Course Requirements as approved by the Vice President of Academic Affairs or the Registrar and all the requirements for his Major, Supportive Studies, and Complementary Electives as approved by his departmental chairman. A transfer student is expected to complete at least one-half of his Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

DIVISIONS OF INSTRUCTION

Baccalaureate Program

DIVISION OF BUSINESS AND ECONOMICS (see p. 70)
- Department of Business Administration
- Department of Data Processing

DIVISION OF EDUCATION (see p. 83)
- Department of Education
- Department of Health Education and Physical Education

DIVISION OF HUMANITIES (see p. 94)
- Department of English Language and Literature
- Department of Fine Arts
- Department of Foreign Languages and Literature
- Department of Religious Studies and Philosophy

DIVISION OF MATHEMATICS AND NATURAL SCIENCES (see p. 121)
- Department of Biology, Chemistry, and Geology
- Department of Mathematics and Physics

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES (see p. 133)
- Department of Associated Social Sciences
- Department of History
- Department of Psychology

Associate Degree Program

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 74)

DEPARTMENT OF NURSING (see p. 142)

Special Degree Program (see p. 145)

BACCALAUREATE PROGRAM
DEGREES AND REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to students majoring in Biblical Literature and Languages, English, French, History, Music, Religion, Religious Education, Social Science, and Spanish. A major in Biology, Business Administration, Data Processing, Early Childhood Education, General Science, Health Education and Physical Education, Intermediate Education, Mathmatics, or psychology leads to the Bachelor of Science degree. A B.S. degree in Medical Technology is awarded in conjunction with the Bowman Gray School of Medicine.

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI. Chapel	0-4
Total	128

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.



BASIC COURSE REQUIREMENTS	Semester Hours Required Group A	Group B	Group C
ENGLISH 101 and 102	6	6	6
HISTORY 101 and 102	6	6	6
RELIGION 101 and 102	6	6	6
SOCIAL SCIENCE Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.	6	6	6
FINE ARTS Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 225, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.	3	3	3
PHYSICAL EDUCATION Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
FOREIGN LANGUAGE Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Greek 101, 102, and Hebrew 301, 302; Hebrew 301, 302, 401, 402; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.	0-12	0	0
NATURAL SCIENCE Select from the following: Biology 101 and 102; Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only). For secondary, special, and occupational teacher certification in any subject, Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	8	16 (2 sciences) *	8
MATHEMATICS Group C excludes Mathematics 103 and must include 3 hours above Mathematics 210.	3	3	9
TOTAL	40-52	48	46

*Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.



Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before the student begins his junior year. Each student is required to register his intention with the chairman of the department in which he wishes to major. The departmental chairman, upon granting permission to the student to pursue his chosen course of study, will communicate this information to the office of the Vice President of Academic Affairs.

When a student is accepted as a major, his academic counseling becomes the responsibility of the departmental chairman. He may delegate this responsibility to any member of his faculty for that period of time which best serves the interest of the student.

A student may be permitted to major in two departments provided he obtains the joint permission of the departmental chairmen and the Vice President of Academic Affairs. A primary Major must be declared.

The student may not change his Major without the joint approval of the Vice President of Academic Affairs and the departmental chairmen concerned.

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, are advised to follow the two year program listed below.

FIRST YEAR	*Semester Hours*	SECOND YEAR	*Semester Hours*
English 101, 102	6	Biology 101, 102 or Chemistry 101, 104	8
History 101, 102	6	Select one:	6-8
Foreign Language	6	Biology 203, 204	
Biology 101, 102 or Chemistry 101, 104	8	Chemistry 201, 202	
Mathematics 111, 112	6	Physics 201, 202	
Chapel	1	Mathematics 221, 222	
		Social Science Electives	6
		Foreign Language	6
		Physical Education	2
		Electives	3-6
		Chapel	1
Total	33	Total	34-35

Chiropractic colleges will accept two years of college credit provided it conforms to the following distribution:

English	6 hours	Humanities	6- 9 hours
Science	20-40 hours	Literature	
Biology		Philosophy	
Chemistry		Religion	
Physics		Art	
Mathematics		Music	
Social Studies	10-20 hours		
History			
Economics			
Political Science			
Sociology			
Psychology			

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with his faculty adviser which are closely related to, but not identical with, his Major. The purpose of these courses is to give a broad base of support to the student's Major or to his professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to his total academic experience.

The student is at liberty to select his Free Electives from any field of study.

Chapel

One semester hour of credit is given for two semesters' attendance at Chapel, and a maximum of four semester hours credit for Chapel may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Chapel must complete the required 128 hours by taking additional hours credit.

THE DIVISION OF BUSINESS AND ECONOMICS

The Division of Business and Economics has as its objective the education of a student through a blend of cultural knowledge, economic literacy, and basic business principles with emphasis on ethical and spiritual values as an important element in a successful career in business. The Division provides an opportunity for students to develop a program for the B.S. degree which will meet their individual objectives.

Department of Business Administration

The Department of Business Administration accepts candidates for the Bachelor of Science degree with concentrations in accounting, economics, management, office administration and procedures, transportation, and business education.

The major purposes of the Department are: (1) career preparation for business and office occupations, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to contribute to the attainment of economic efficiency.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
The Mathematics requirement must be met by taking Mathematics 103 or 3 hours of algebra. Economics 203 and 204, which are required, will satisfy the Social Science requirement.	
MAJOR	30
Business Administration 213, 214, 316, 325, 411, 412, and Economics 307 are required except as noted below. The remaining hours may be selected from the following areas: Business Administration and Economics.	
SUPPORTIVE STUDIES	15
Business Education 307* is required. The remaining hours may be selected from one of the following areas: Business Administration, Business Education, Data Processing, or Economics.	
COMPLEMENTARY ELECTIVES	15
Any elected area (s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

**May be omitted by those students who show tested proficiency.*

CONCENTRATIONS

The courses listed below may be elected in the Major, Supportive Studies, and Free Electives to lead to the designated concentrations.

Accounting
Business Administration 313, 314, 315, 425, 435, and 450.

Economics
Business Administration 312, Economics 301, 311, 315, 318, 411, 440, and 450. Business Administration 316 and 412 may be omitted in the Major.

Finance
Business Administration 312, 330, 452, 460, Economics 301, 318, and 440.

Management
Business Administration 312, 400, 460, Economics 301, 311, and 318.

Office Administration and Procedures
Business Education 305, 306, 308, 403, 404, 405, 406, 407, and 408. Business Administration 316, 412, and Economics 307 may be omitted in the Major.

Transportation
Business Administration 305, 312, 330, 460, Economics 303, 304, and 311.

During the freshman and sophomore years the student should complete Business Administration 213, 214, Economics 203, 204, Mathematics 103 or 3 hours of algebra, and Business Education 307.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52

Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

MAJOR	30

Business Administration 213, 214, 312, 316, 325, 400, 411, Economics 307, 318, and Data Processing 331 are required.

SUPPORTIVE STUDIES	15

The concentration in Business Education requires Business Education 404, 405, 406, 407, and 408.

The concentration in Basic Business requires Business Administration 313, 401, 412, Economics 301, and Business Education 307. (Note: Six (6) semester hours of typewriting are required to be certified to teach typewriting in North Carolina.)

COMPLEMENTARY REQUIREMENTS	35-36

The concentration in Business Education requires Business Education 403.

For teacher certification: Business Education 430, Education 412, 422, 450, Health 221, Psychology 201, 302, 303, 6 hours of literature (see p. 84), and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.

FREE ELECTIVES	8-0
CHAPEL	0-4
Total	128-137



In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the three programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program which will fit him for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

DEGREE REQUIREMENTS

The Associate in Arts Degree
General Business

First Year

BA 213 Accounting Principles	3	BA 214 Accounting Principles	3
BA 101 Business Principles	3	ENG 102 Composition	3
*BE 307 Typewriting	3	BA 325 Business Communications	3
ENG 101 Composition	3	Physical Education (see p. 89)	1
Physical Education (see p. 89)	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 316 Principles of Management	3	ECO 204 Principles of Economics	3
BA 411 Business Law	3	PSY 201 General Psychology	3
BA 312 Business Finance	3	Religion 102	3
ECO 203 Principles of Economics	3	Electives	7
Religion 101	3		
Electives	1		
Total	16	Total	16

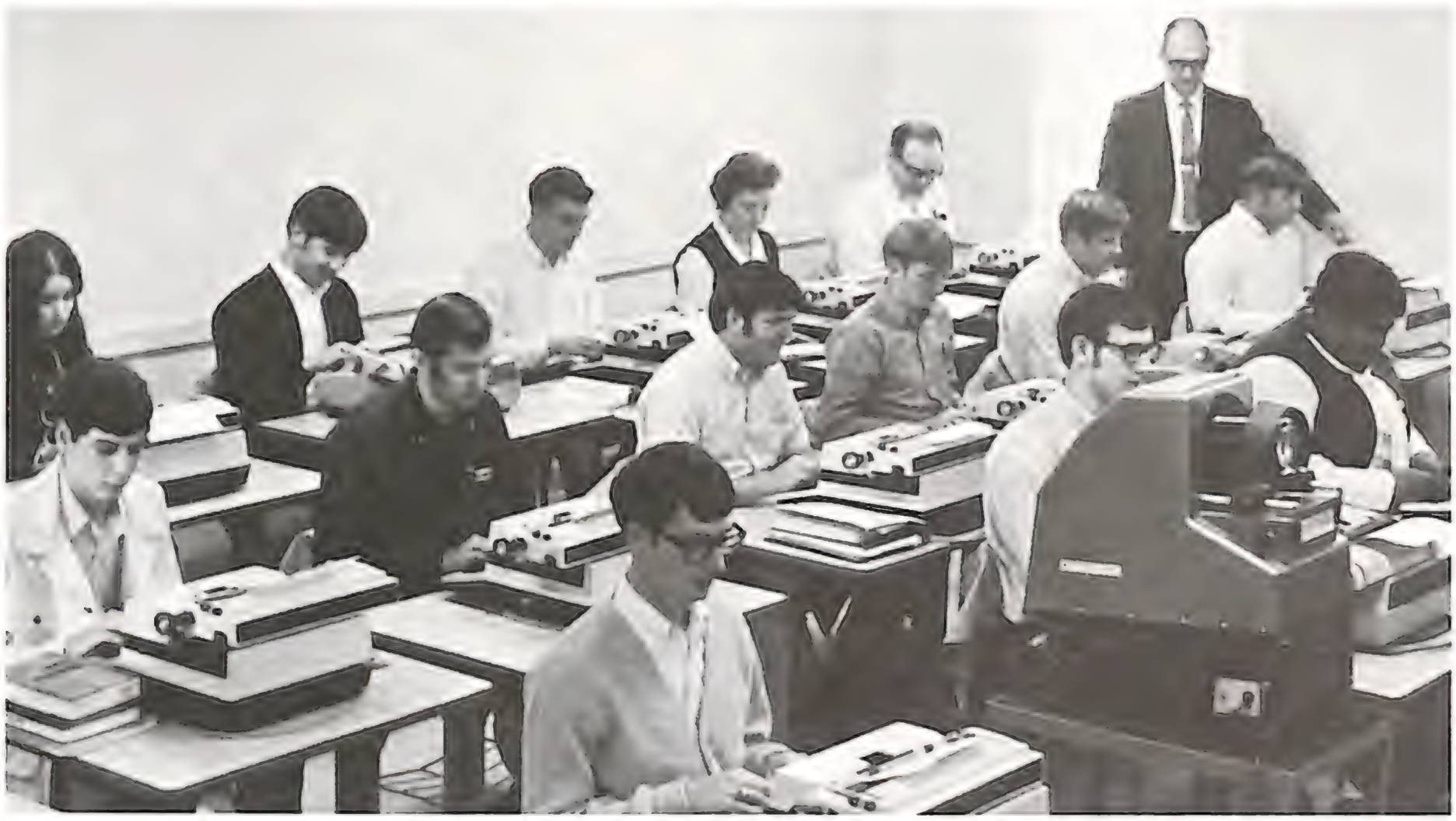
**Business Education 307 may be omitted by those students who show tested proficiency.*

Secretarial Science

First Year

BA 101 Business Principles	3	BE 308 Typewriting	3
*BE 307 Typewriting	3	BE 306 Shorthand	3
*BE 305 Shorthand	3	ENG 102 Composition	3
ENG 101 Composition	3	Religion 102	3
Religion 101	3	Physical Education (see p. 89)	1
Physical Education (see p. 89)	1	Electives	3
Total	16	Total	16

**Business Education 305 and 307 may be omitted by those students who show tested proficiency.*



Second Year

BA 213	Accounting Principles	3	BA 325	Business Communications	3
BA 411	Business Law	3	BE 404	Secretarial Practice	3
BE 407	Typewriting	3	BE 408	Typewriting	3
BE 405	Shorthand	3	BE 406	Shorthand	3
BE 403	Office Machines	4		Electives	4
	Total	16		Total	16

Church Secretarial Science

First Year

*BE 305	Shorthand	3	BA 101	Business Principles	3
*BE 307	Typewriting	3	BE 306	Shorthand	3
ENG 101	Composition	3	BE 308	Typewriting	3
Religion 101		3	ENG 102	Composition	3
Fine Arts (see p. 67)		3	Religion 102		3
Physical Education (see p. 89)		1	Physical Education (see p. 89)		1
Total		16	Total		16

Second Year

BA 213	Accounting Principles	3	BE 406	Shorthand	3
BE 403	Office Machines	4	BE 408	Typewriting	3
BE 405	Shorthand	3	BE 404	Secretarial Practice	3
BE 407	Typewriting	3	BA 325	Business Communications	3
RE 371	Rel. Ed. Organizations	3	RE 373	Church Administration	3
				Electives	1
Total		16	Total		16

**Business Education 305 and 307 may be omitted by those students who show tested proficiency.*

DESCRIPTION OF COURSES

BUSINESS ADMINISTRATION

101. Business Principles. An introductory course in the organization, functions, operations, controls, and problems of business enterprises. 3-0-3.*

213, 214. Accounting Principles. Present day methods of establishing and interpreting business records and reports. 3-0-3, 3-0-3.

305. Traffic Management. Use of transport services. Prerequisite: Economics 303. 3-0-3.

312. Corporation Finance. Principles governing financial operations and financial management of business enterprises. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Analysis of problems and accounting principles of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to cost accounting and standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. Theory and practice of business organization and operations. 3-0-3.

319. Computer Augmented Accounting. (See Data Processing 319). 3-0-3.

320. Advanced Computer Augmented Accounting. (See Data Processing 320). 3-0-3.

325. Business Communications. Language skills for written and spoken communication in business. 3-0-3.

330. General Insurance. Fundamental principles of risk and risk bearing and the insurance mechanism as a method for reducing risk and sharing losses. 3-0-3.

400. Personnel Management. Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Business Administration 316. 3-0-3.

401. Administrative Office Management. Presents the principles of office management, including its functions, office automation, planning, controlling, organizing, and actuating office problems. Prerequisite: Business Administration 316. 3-0-3.

403. Industrial Psychology. (See Psychology 403.) 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

411. Business Law. Legal principles in contracts, agency and negotiable instruments. 3-0-3.

412. Business Law. Legal principles in bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

415. Advanced Cost Accounting. Covers accumulation of cost data and subsequent flow information. Also, budgeting, gross profit analysis, linear programming, and cost-volume-profit-analysis are covered. 3-0-3.

416. Industrial Management. Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

420. Internship in Business. Prerequisite: Junior standing and Departmental approval. 0-3 months-15.

425. Federal Income Tax. Analysis of personal income tax laws. Prerequisite: Business Administration 214. 3-0-3.

426. Federal Income Tax (Advanced). A continuation of Business Administration 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

432. Labor Law. Legislation and court decisions pertaining to labor relations. 3-0-3.

435. Advanced Accounting. Accounting for partnerships, consignments, installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 313. 3-0-3.

450. Auditing. Principles, techniques, and procedures, and legal responsibility of auditors. Prerequisite: Business Administration 314. 3-0-3.

452. Investments. Analysis of investment securities and objectives. Prerequisite: Business Administration 214. 3-0-3.

460. Government and Business. Governmental role in business regulation. 3-0-3.

470. CPA Practice Review. Designed to study the areas of accounting that usually appear on the Practice Section of the examination for becoming a Certified Public Accountant. 3-0-3.

490. Seminar in Business. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

BUSINESS EDUCATION

305. Shorthand. Basic principles of Gregg Shorthand. 3-2-3.

306. Shorthand. Reviews basic principles with emphasis on new-matter dictation and transcription. 3-2-3.

307. Typewriting. Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting. Speed and accuracy on straight copy and production work is emphasized. 3-1-3.

403. Office Machines. Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Prerequisite: Business Education 307, 308 or the equivalent. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. Prerequisite: Business Education 306. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

430. Methods of Teaching Business. A study of the methods, techniques, and practices as applied to the teaching of business subjects in the secondary school. 3-0-3.

ECONOMICS

200. Free Enterprise Economics. Analysis of individual units and overall aspects of the Free Enterprise System. For *non-business* majors only. 3-0-3.

203. Principles of Economics. Theory of national income. 3-0-3.

204. Principles of Economics. Theories of market and market adjustments. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic theories and analyses of money value and control. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

303. Economics of Transportation. Analysis of the function of transportation in business. Prerequisite: Economics 204. 3-0-3.

304. Motor Freight Transportation. Attention is given to business, social and urban aspects of highway and automotive development. Prerequisite: Economics 303. 3-0-3.

307. Economic Statistics. Statistical methods as applied to economic and business data. Prerequisite: Mathematics 112. 3-0-3.

311. Labor Economics. Analysis of the labor market as affecting business and society. Prerequisite: Economics 204. 3-0-3.

315. Development of Economic Thought. Study and influence of the major schools of thought. Prerequisite: Economics 204. 3-0-3.

318. Marketing. A comprehensive analysis of the marketing system and the marketing processes. Prerequisite: Economics 204. 3-0-3.

411. Comparative Economic Systems. Analysis of the major economic systems. Prerequisite: Economics 204. 3-0-3.

440. Public Finance. Examination of governmental expenditures, sources of revenue, public credit, taxation, and fiscal policy. Prerequisite: Economics 204. 3-0-3.

450. International Trade. A study of the history and mechanisms of international trade. Prerequisite: Economics 204. 3-0-3.

460. Government and Business. See Business Administration 460. 3-0-3.

490. Seminar in Economics. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of Data Processing

The Data Processing Department was established at Gardner-Webb College in the spring of 1965. The two major purposes of the department are: (1) to offer instruction to the students and faculty of the college in the use of computer facilities and (2) to assist the students and faculty with research activities involving complex computations and involved data processing. In the accomplishment of its objectives the Data Processing Department will acquaint the students with one of the newest instruments of science and industry, the electronic computer. Courses available through this department will help to prepare students for the challenges the computer and automation will demand during the coming years.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Data Processing

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	30
The Major requires 30 hours of Data Processing approved by the faculty adviser.	
SUPPORTIVE STUDIES	15
Mathematics 112* is required. Either Business Administration 213, 214, Economics 203,** and 204** or 12 additional hours of either Mathematics or Natural Science or a combination of these two areas are required. Any remaining hours should be taken from the following areas: Business Administration, Business Education, Economics, Natural Science, or Mathematics.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

**Counted only in the Basic Course Requirements if Group C is elected.*

***May be counted in the Basic Course Requirements to satisfy the Social Science requirement.*



DESCRIPTION OF COURSES

221. Basic Machine Operation and Wiring—Part I. This course is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the fundamentals of IBM Accounting, IBM card reading, card punches 26, 29; sorters 82, 83; introduction to control panel wiring; interpreters 548-552, reproducer 514, 402/403 accounting machines; collators 85, 87. Laboratory Fee. 3-3-4.*

222. Basic Machine Operation and Wiring—Part II. This course is a continuation of Data Processing 221. Is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the planning chart; digit selection, group printing, set-up change, hammerlock control, counter coupling; total transfer, group indication; field selection; class selection; carriage control, summary punching; runout buttons and switches; space control, inverted forms; multiple line printing; and case studies. Prerequisite: Data Processing 221. Laboratory Fee. 3-3-4.

305. FORTRAN Computer Programming—Part I. Basic FORTRAN programming followed by applications using IBM computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112 and Data Processing 331, 332 or permission of Chairman of department. Laboratory fee. 3-3-4.

319. Computer Augmented Accounting. A course designed to introduce the student to the problem-solving capacity of the computer. The student, with no prior knowledge of programming, will call upon programs to journalize, post, and prepare reports. Prerequisite: Business Administration 214. 3-0-3.

320. Advanced Computer Augmented Accounting. A course that describes in simple and basic terms how the FORTRAN 1V language may be used in the application of the computer to solve accounting and business problems. Prerequisite: Data Processing or Business Administration 319. 3-0-3.

331. Basic Computer Systems Principles—Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

332. Basic Computer Principles—Part II. A continuation of Data Processing 331 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: BAL, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 331. 3-0-3.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing their data processing problem to a form that the computer can handle. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

421. PL/1 Computer Programming—Part I. Included in this course is the use of IBM Model 1130 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets, and program definition. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

431. RPG Computer Programming Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest of generated program instructions.
4. Create the control cards required for the assembling and the running of the RPG Program.

Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

432. RPG Computer Programming Part II. A continuation of Data Processing 431 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 431 or permission of Chairman of department. Laboratory Fee. 3-3-4.

451. COBOL Computer Programming—Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory fee. 3-3-4.

452. COBOL Computer Programming—Part II. A continuation of Data Processing 451 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 451. Laboratory fee. 3-3-4.

DIVISION OF EDUCATION

The Division of Education is made up of two departments, the Department of Education and the Department of Health Education and Physical Education.

The Bachelor of Science degree is offered in the following areas of study: Early Childhood Education (K-3), Intermediate Education (4-9), and Health Education and Physical Education. In addition, the professional course requirements for teacher certification at the secondary school level (9-12) and for all grades (K-12) are offered for those majoring in other subject areas.

Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice

through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of his community.

TEACHER EDUCATION

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to individually personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.
3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.

4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education:

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 of the junior year. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he is majoring.
2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)
3. Have exhibited good citizenship.
4. Be free of handicaps which might interfere with his effectiveness as a teacher.
5. Have attained and maintained the following minimum Quality Point Ratios for the attempted hours indicated.
   1) 1-29 hours – 1.5 QPR.
   2) 30-59 hours – 1.8 QPR.
   3) 60 hours and above – 2.0 QPR.
6. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
2. Be eligible for graduation in May or August following completion of the Program.
3. Have achieved a cumulative grade point average of 2.0 at the time of making application to the Program.
4. Be recommended by the department in which he is majoring.
5. Present a certification of health clearance on the form provided by the Department of Education.

6. Have demonstrated professional interest in the field of education.

Formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B. or C. See p. 67)	40-52
Art 301, History 201, 202, Mathematics 203, Science Education 101, and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional Educational)	30
Education 210, 310, 320, 340, 410, 420, 430, 450, and Psychology 303 are required.	
SUPPORTIVE STUDIES (Required Subject Matter)	25
Art 302, Education 312 or 230, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.	
COMPLEMENTARY REQUIREMENTS	14
Health 221, Psychology 201, 301, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	19-3
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Intermediate Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
Art 301, Geography 101 (or Political Science 202), Mathematics 203, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional and General Education)	30
Education 212, 310, 322, 410, 420, 431, 450, Psychology 302 and 303 are required.	
SUPPORTIVE STUDIES (First Academic Concentration)	12-3
An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	
COMPLEMENTARY REQUIREMENTS	24
Education 314 or 230, Health 221, 230, Mathematics 204, Music 345, Physical Education 301, Psychology 201, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	31-6
A second academic concentration is recommended.	
CHAPEL	0-4
Total	128

The Bachelor's Degree
With Preparation for Secondary (9-12) Teacher Certification
(See the department of interest)

DESCRIPTION OF COURSES

101. Communication Skills. A course for the Gardner-Webb student who has a problem in reading great enough to interfere with his college work. 2-2-3.*

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

200. Orientation to Teaching. Required of all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether or not he really wants to be a teacher. 1-1-1.

210. Reading (K-3). Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9). Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School. Covers the planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

304. Mathematics in the Elementary School. A practicum with major emphasis on the planning, teaching, and evaluating of mathematics in the elementary school. 2-2-3.

310. Materials and Media. Teaches educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

320. Children's Literature (K-3). A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9). A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Curriculum. A study of the trends and organization of the curriculum, with emphasis on the major content fields of the elementary school. 3-0-3.

345. Teaching in the Kindergarten. Latest procedures and practices. Laboratory experience required. 3-1-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level. 3-0-3.

412. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosophy of American Education. A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education. A study of the origin and development of education in the United States for the secondary level. 3-0-3.

430. Methods of Teaching (K-3). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.

431. Methods of Teaching (4-9). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

432. Methods of Teaching (Secondary). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level is required. 3-1-3.

450. Student Teaching. An eight week period of full time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total) — 6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means whereby she can better supervise her student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student at Gardner-Webb College is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Health Education and Physical Education
With Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 67)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 (or Physical Education 406), and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory	9
Physical Education 211, 408, and 409.	
Theory	13
Physical Education 301, 331, 341, 342, and 402.	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 450, and Physical Education 430.	
COMPLEMENTARY REQUIREMENTS	15
Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
COMPLEMENTARY ELECTIVES (Second Teaching Field)	8-15
Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	
FREE ELECTIVES	12-1
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Health Education and Physical Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 67)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, and Physical Education 405 (or Physical Education 406) are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory	9
Physical Education 211, 408, and 409.	
Theory	13
Physical Education 301, 331, 341, 342, and 402.	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES	15
Select from: Biology, Education 310, Sociology 203, 320, 400, and 421.	
COMPLEMENTARY REQUIREMENTS	15
English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.	
FREE ELECTIVES	20-16
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

PHYSICAL EDUCATION ACTIVITY COURSES

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer, Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics and Trampoline. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

106. **Rhythm and Movement.** 0-2-1.

107. Individual and Dual Activities. 0-2-1.

108. **Adaptive Activities.** 0-2-1.

109. **Adaptive Activities.** 0-2-1.

113. **Skiing.** 0-2-1.

201. **Tennis and Badminton.** 0-2-1.

202. **Team Sports.** 0-2-1.

203. **Advanced Swimming.** 0-2-1.

204. **Archery and Casting.** 0-2-1.

205. **Track and Field and Weight-Training.** 0-2-1.

206. **Golf and Bowling.** 0-2-1.

207. Individual and Dual Activities. 0-2-1.

PHYSICAL EDUCATION

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods. A course presenting by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presenting by means of classroom instruction and gym demonstrations, the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation. A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9). Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12). Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports. 3-3-3.

342. Theory and Techniques of Individual and Dual Sports. 3-3-3.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice and program building in physical education covering secondary school activities. 3-0-3.

495, 496. Independent Study. Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

HEALTH EDUCATION

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

222. First Aid. A course designed to train and qualify students as instructors in first aid. 2-1-2.

223. Safety Education. A course designed to enable the student to teach safety education (K-12). 3-1-3.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-1-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 3-0-3.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy and treatment of various injuries. Fee $3. 2-0-2.

415. Drug Education. Advanced study of the drug use and abuse problem. Pharmacological, sociological, psychological, and educational aspects of drug use and abuse are stressed. 3-0-3.

416. Sex Education in the Schools. This course is designed to help prospective teachers organize and conduct meaningful learning experiences in family life and sex education. A study of human sexuality and family life education constitute the course. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DIVISION OF HUMANITIES

Four departments comprise the Division of Humanities. These are the Departments of English Language and Literature, Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy. This division offers a total of seven Majors; namely, Biblical Literature and Languages, English, French, Music, Religion, Religious Education, and Spanish.

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of his literary experience.
4. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30
After English 101, 102, any ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
SUPPORTIVE STUDIES	15
Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303; Geography 301. For others, consult adviser.	
COMPLEMENTARY STUDIES	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in English
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	33
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 301,[1] 351,[2] 353, 362, and 402. Of the remaining five courses, two must be British; two, American; and one a choice between British and American.	
SUPPORTIVE STUDIES	15
Education 412, 422, 432, and 450,[3] or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303; Geography 301. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	15-6
Education 412, 422, 432, and 450,[3] or any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	26-1
CHAPEL	0-4
Total	128

1 *Offered only in even-numbered fall semesters; alternates with 351.*

2 *Offered only in odd-numbered fall semesters; alternates with 301.*

3 *The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

DESCRIPTION OF COURSES

100. College Review of Grammar. Audio-tutorial programs: English Modular Mini-Courses. Individualized instruction through cassettes and response manuals. 3-0-3.*

101. Composition. Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and World Literature. Composition based upon themes and structure of significant world literature, ancient and modern, and including some nonwestern work(s). 3-0-3.

231. English Literature Survey. Representative writers from major literary periods to the present. 3-0-3.

232. American Literature Survey. Representative writers from the beginning to the present. 3-0-3.

234. Black Literature. A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance Writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature. A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature. Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Practicum in the Teaching of English. Lectures on the teaching of English in today's schools; laboratory work in area schools and in the English Department. 1-4-3.

306. American Renaissance. The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature. Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature. A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas, and Graham Greene. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

309. Twentieth Century American Literature. A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Truman Capote. 3-0-3.

310. The American Novel from 1950 to the Present. Designed for majors and non-majors alike, the course surveys such modern authors as Saul Bellow, Joseph Heller, John Updike, Eudora Welty, and Vladimir Nabokov. 3-0 3.

311. Medieval Literature. Includes *Beowulf* and other Anglo-Saxon achievements; medieval drama, romance, poetry; the language of Chaucer and his *Canterbury Tales*. 3-0-3.

312. American Folklore. A study of the major genres of folklore in the United States; some field work in area folklore. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature. Major poetry of Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected criticism. 3-0-3.

322. Victorian Literature. Poetry of Browning, Tennyson, Arnold, others; selected prose showing literary, critical, intellectual trends. 3-0-3.

342. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

352. Literary Criticism. Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language. Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Approximately ten representative plays. 3-0-3.

491. Seminar in American Literature. Subjects change as needed and desired. Typical topics: Southern Literature; Contemporary Jewish and Negro American Writers; Naturalism, Faulkner. 3-0-3.

492. Seminar in English Literature. Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study. Individual study of special subject under guidance of instructor in whose specialization topic lies. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

Other Courses. Theatre Arts 313 (British Drama), 314 (American Drama), and 315 (World Drama) also count as English major courses. See the Theatre Arts section.

Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan courses ahead so as to allow for the Student Teaching Program in the spring semester of their senior year.

DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree

With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52

The Fine Arts requirement must be met by taking Music 226.

Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

Students seeking a concentration in Church Music must meet the Social Science requirement by taking Psychology 201 and 302.

MAJOR	30

Applied Major, 12 hours; Music 105, 106, 205, 206 and 4 hours of Advanced Theory. All Music majors are required to participate in a performing group each semester in which he is enrolled as a Music major.

SUPPORTIVE STUDIES	17-19

Applied Minor, 4 hours; Music 325, 326, 445, 446, and 3 hours from Music 349, 455, 457, and 459. Church Music majors will include 2 additional hours of applied minor. See paragraph below for details.

COMPLEMENTARY STUDIES	15-37

Select one of the following:

15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc.

For teacher certification: Education 412, 422, 450, Health 221, Literature (6 hours; see p. 84), Music 245, 246, 247, 248, 347, 348, Psychology 201, and 206, 301, or 302. Total: 37 hours.

For Church Music: Music 365, 366, 457 (if not elected in Supportive Studies above), 465, 466, Psychology 303, Religion 333, and Religious Education 373. Total: 20-23 hours.

FREE ELECTIVES	26-0
CHAPEL	0-4
Total	128-140

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. Should a student not achieve the desired proficiency at the end of four semesters, he will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of the Department of Fine Arts. No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Church Music Major. Students pursuing a major in Church Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano, or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors: 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors: 4 hours of voice and 2 hours of organ; for voice majors: 4 hours of piano and 2 hours of applied elective. Application is to be made with the Department of Fine Arts the semester

prior to enrollment in the Church Music Administration and Field Work course for admission to this course. To be admitted the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be free of handicaps which might interfere wtih his effectiveness as a church musician; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

DESCRIPTION OF COURSES

203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.*

205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills.) This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. 1-4-3.

400. Modern Art History. A survey of the creative activity of Western man from neo-classic to contemporary art. 3-0-3.

495. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman. 0-6-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for advanced professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0—Preparatory; 1—Freshman; 2—Sophomore; 3—Junior; 4—Senior.

The second digit identifies the area of study: 0—Music Theory; 2—Music History and Literature; 4—Music Education; 6—Church Music; 7—Performance Groups.

The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0–Piano; 1–Voice; 2–Organ; 3–Brass; 4–Woodwinds; 5–Strings; 6–Percussion. The third digit indicates the amount of credit earned in applied music: one hour credit if the course number ends in 1; two hours credit if the course numbers ends in 2.

DESCRIPTION OF COURSES

APPLIED MUSIC

Piano:

001. Preparatory Piano. ½-5-0.*
002. Preparatory Piano. 1-10-0.
101. Lower Division Piano. ½-5-1.
102. Lower Division Piano. 1-10-2.
301. Upper Division Piano. ½-5-1.
302. Upper Division Piano. 1-10-2.

Voice:

011. Preparatory Voice. ½-5-0.
012. Preparatory Voice. 1-10 0.
111. Lower Division Voice. ½-5-1.
112. Lower Division Voice. 1-10-2.
311. Upper Division Voice. ½-5-1.
312. Upper Division Voice. 1-10-2.

Organ:

021. Preparatory Organ. ½-5-0.
022. Preparatory Organ. 1-10-0.
121. Lower Division Organ. ½-5-1.
122. Lower Division Organ. 1-10-2.
321. Upper Division Organ. ½-5-1.
322. Upper Division Organ. 1-10-2.

Brass:

031. Preparatory Brass. ½-5-0.
032. Preparatory Brass. 1-10-0.
131. Lower Division Brass. ½-5-1.
132. Lower Division Brass. 1-10-2.
331. Upper Division Brass. ½-5-1.
332. Upper Division Brass. 1-10-2.

Woodwinds:

041. Preparatory Woodwinds. ½-5-0.
042. Preparatory Woodwinds. 1-10-0.
141. Lower Division Woodwinds. ½-5-1.
142. Lower Division Woodwinds. 1-10 2.
341. Upper Division Woodwinds. ½-5-1.
342. Upper Division Woodwinds. 1-10-2.



*The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Strings:
051. Preparatory Strings. ½-5-0.
052. Preparatory Strings. 1-10-0.
151. Lower Division Strings. ½-5-1.
152. Lower Division Strings. 1-10-2.
351. Upper Division Strings. ½-5-1.
352. Upper Division Strings. 1-10-2.

Percussion:
061. Preparatory Percussion. ½-5-0.
062. Preparatory Percussion. 1-10-2.
161. Lower Division Percussion. ½-5-1.
162. Lower Division Percussion. 1-10-2.
361. Upper Division Percussion. ½-5-1.
362. Upper Division Percussion. 1-10-2.

MUSIC THEORY

105, 106. First Year Theory. Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305, 306. Third Year Theory. Further examination of linear writing and combination of contrapuntal voices. Music score studies in larger structural forms as rondo, variation, sonata, etc., through the twentieth century with harmonic analysis in all periods of music history. 2-0-2, 2-0-2.

MUSIC HISTORY AND LITERATURE

125. Music Appreciation. A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour. Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature. An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

MUSIC EDUCATION

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass Class. Elementary instruction in the techniques of tone production of instruments in the brass family. Open to all students. 2-3-1.

246. Percussion Class. Elementary instruction in the techniques of instruments in the percussion family, pitched and non-pitched. Open to all students. 2-3-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. 2-3-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-3-1.

345. Music Foundations for the Classroom Teacher. Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local school and kindergarten. 3-0-3.

347. Music Education in the Elementary School. Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Music Education in the Secondary School. Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature. The teaching and supervision of music as it relates to the junior and senior high school instrumental program . Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting I. A course in the fundamentals of conducting and rehearsal procedure. Hymns and short choral and instrumental pieces are used as study material. Prerequisite: Music 105 and 106 or their equivalent. 2-½-2.

446. Conducting II. Continuation of Music 445. Emphasis is placed on actual conducting experience in class and the college music performing groups. Prerequisite: Music 445. 2-½-2.

455. Piano Pedagogy and Literature. Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

CHURCH MUSIC

265. Introduction to Church Music. The organization and administration of the total musical program of the church; special emphasis on the duties of the Minister of Music. Open to all students. No musical knowledge required. 3-0-3.

365. Church Choir Methods and Materials I. A study of how to direct preschool and children's church choirs. Emphasis will be placed on learning characteristics and methods, sources, and choir literature for teaching musical and Christian concepts. 2-½-2.

366. Church Choir Methods and Materials II. Same as Music 365 except for older children, youth, and adult church choirs. 2-½-2.

465. Hymnology. A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. 3-0-3.

466. Church Music Administration. Practical study of organization and administration of a church music program emphasizing staff relationships, outreach, and choirs. Open to all students. 3-0-3.

467. Field World in Church Music. Laboratory in area church(es) where the student observes and participates in the church music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

PERFORMANCE GROUPS

175, 375. College Chorus. A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. 0-3-1, 0-3-1.

176, 376. Chamber Chorus. A small group of selected mixed voices which performs sacred and secular music on and off campus. Combined with other campus choral groups, it performs two major works annually, usually one with orchestra. 0-3-1, 0-3-1.

177, 377. Choral Ensemble. A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

185, 385. Bulldog Band. Prior instrumental ensemble experience is desired before enrolling. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1, 0-3-1.

186, 386. Orchestra. Offered in the evening school and open to all students at the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying. Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

INDEPENDENT STUDY

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. O-Independent Study-3, O-Independent Study-3.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of his ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

DESCRIPTION OF COURSES

THEATRE ARTS

101. The Art of the Drama. Drama as an artistic, literary form and its production. 3-0-3.*

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. 3-0-3.

313. British Drama. Significant drama of England and Ireland from the medieval period to the present. 3-0-3.

314. American Drama. Significant drama of the Twentieth Century. 3-0-3.

315. World Drama. Significant world drama from the Greeks to the present. 3-0-3.

401-402. Directing. Analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

SPEECH

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience of the intended meaning of the printed page. 3-0-3.

Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.



2. To develop an awareness of the relation of our own language and culture to those of another country.

3. To understand, without translating, the modern foreign language as spoken and written by natives.

4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree With a Major in French

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES	18
English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree With a Major in French With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	

MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish

BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES	18
English Literature, another Foreign Language, History, Linguistics, and Advanced English Grammar and Composition.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification

BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	

	Semester Hours
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

ARAMAIC

401, 402. Elementary Aramaic. An inductive approach to the study of the grammer, syntax, and vocabulary of biblical Aramaic while translating* portions of the Old Testament. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

FRENCH

101, 102. Elementary French. 3-0-3, 3-0-3.

201, 202. Intermediate French. Prerequisite: French 102 or two units of high school French or its equivalent. 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. The literature of France from the Old French period to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization. French history and civilization from early times to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected works. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201-202 or its equivalent. 3-0-3.

311, 312. French Conversation Abroad. Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the 20th Century. Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

GERMAN

101, 102. Elementary German. 3-0-3, 3-0-3.

201, 202. Intermediate German. Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

GREEK

101, 102. Elementary New Testament Greek. A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek. Prerequisite: Greek 101-102. 3-0-3, 3-0-3.

300. Greek Civilization. A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

301, 302. Advanced New Testament Greek. Selections in the Pauline Epistles. Prerequisite: Greek 201-202. 3-0-3, 3-0-3.

495, 496. Independent Study. Selections from all books of the New Testament. Prerequisite: Greek 301-302. 0-Independent Study-3.

HEBREW

301, 302. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

303. Jewish Civilization. A social and intellectual history of the Jews and their contributions to civilization, from c. A. D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

401, 402. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

LATIN

101, 102. Elementary Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. Prerequisite: Latin 101-102. 3-0-3, 3-0-3.

301. Roman Civilization. A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

SPANISH

101, 102. Elementary Spanish. 3-0-3, 3-0-3.

201, 202. Intermediate Spanish. Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. Spanish history and civilization from early times to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected works. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.



309, 310. Masterpieces of Spanish Literature in Translation. Selected Spanish literary works studied in translation. (No knowledge of foreign language is required.) 3-0-3, 3-0-3.

311, 312. Spanish Conversation Abroad. Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research. Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Religious Studies and Philosophy

One of the main purposes of this department is to offer courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. The Department of Religious Studies and Philosophy also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. Another aim of this department is to provide preparation for some students who will go into church-related vocations immediately after completing their college work. Moreover, it is the basic intent of this department to further the general Christian purpose of Gardner-Webb College.

The Basic Course Requirements state that all candidates for any degree offered at this college must take a minimum of six hours of Religion. This requirement will be met by taking Religion 101 and 102, which are prerequisites for all other Religion courses.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Biblical Literature and Languages

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	52
Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	
MAJOR	30
Three advanced courses in Old Testament studies, three advanced courses in New Testament studies, Greek 301, 302, Hebrew 301, and 302.	
SUPPORTIVE STUDIES	15
Ancient History, Civilization, Religion (other than Biblical stuies), and Religious Education, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
English and American Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	
FREE ELECTIVES	16-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religion

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52

Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek, German, and French are highly recommended.

MAJOR 30

Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, and 316.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, and 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, and 246.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 490.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, and 494.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 357, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES 15

Take any two literature courses offered by the Department of English Language and Literature and select three of the following courses: Business Education 307, Greek 301, 302, Hebrew 301, 302, 401, 402, History 300, 301, 303, 310, Philosophy 301, Sociology 203, 356, and Speech 102, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES 15

Select 15 hours from one or several of the following areas: English, History, Psychology, and Sociology, as approved by the faculty adviser.

FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religious Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
Greek should be taken to fulfill the Foreign Language requirement; Sociology 201 and Psychology 201 should be taken for the six hour requirement in Social Science; and Music 125 should be taken for the Fine Arts requirement.	
MAJOR	33
Religious Education 270, 371, 372, 373, 374, 375, and 490	21
Religion 203, 302, 306, or 307	3
Religion 211, 312, 314, 316, or 317	3
Religion 322, 323, 324, 325, 326, Greek 300, or Latin 301	3
Religion 241, 333, or 337	3
SUPPORTIVE STUDIES	15
In consultation with the faculty adviser, choose 15 hours from the following:	
Art 302	3
Business Administration 213, 214	3, 3
Business Administration 316	3
Business Education 307	3
Music 265	3
Physical Education 312	3
Religious Education 376	1
Religious Education 397	3
Sociology 356	3
Speech 102	3
Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Art 301	3
Two additional courses in Psychology	6
An advanced Sociology course	3
A course in English or American literature	3
FREE ELECTIVES	25-9
CHAPEL	0-4
Total	**128**

RELIGION

101. Introduction to the Old Testament. 3-0-3.*

102. Introduction to the New Testament. 3-0-3.

203. Old Testament Prophets. A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions. An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

307. Studies in the Pentateuch. A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

316. The Writings of John. A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews. A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319, 320, 321. The Morris Lectures. A series of lectures presented by the Reverend B. E. Morris concerning various aspects of Biblical theology. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought. An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Churches in America. A study of the history, culture, and theology of the Afro-American Christian movement in the United States. 3-0-3.

354. Christian Preaching. The fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

357. Pastoral Ministries. Supervised study and practical experience in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

491. Old Testament Seminar. 3-0-3.

492. New Testament Seminar. 3-0-3.

493. Church History Seminar. 3-0-3.

494. Contemporary Theology Seminar. 3-0-3.

495. Independent Study. A course consisting of guided reading, conferences with the professor and written reports. 0-Independent study-3.

RELIGIOUS EDUCATION

270. Introduction to Religious Education. An inquiry into current and future objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions. 3-0-3.

371. Religious Education Organizations. A study of the development, tasks, and maintenance of the major program organizations in the local church. A curriculum laboratory offers practice in curriculum building. 3-0-3.

372. Teaching of Religion in the Church. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Curriculum. The selection, use, and production of curriculum materials in the church. 3-0-3.

376. Religious Education Ministries. Guided studies, observations, and practical experiences in the educational leadership in the church. Prerequisite: Religious Education 270. 1-1-1.

397. Religious Education Internship. A minimum of ten weeks spent in full time supervised service in a local church or denominational agency. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

490. Religious Education Seminar. Independent research, guided reading, guest lecturers, and field trips offer the Senior student the opportunity to investigate more deeply his particular interests in the field. 3-0-3.

PHILOSOPHY

301. Introduction to Philosophy. An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

DIVISION OF MATHEMATICS AND NATURAL SCIENCES

This division is divided into two departments: the Department of Biology, Chemistry, and Geology and the Department of Mathematics and Physics.

Majors are offered in Biology, General Science, and Mathematics. Some work in Physics and Geology is offered as well as courses designed to meet certification requirements in the sciences for Early Childhood (K-3) and Intermediate (4-9) Education majors. Students planning to enter engineering, medicine, dentistry, or other scientific fields will find that the courses in this division provide adequate foundation for further study in higher institutions and are suitable for transfer.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52

Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.

MAJOR 30

The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.

SUPPORTIVE STUDIES 15

Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.

COMPLEMENTARY ELECTIVES 15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CHAPEL 0-4

Total 128

The Bachelor of Science Degree
With a Major in Biology
With Preparation for Secondary (9-12) Teacher Certification

Semester Hours

BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67) 40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.

MAJOR 30
The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required.

SUPPORTIVE STUDIES 15-22
Chemistry 101, 102 or 104, and Education 432 are required. Geology 101 and 102 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser. Chemistry 201, 202, Physics 201, and 202 are recommended.

COMPLEMENTARY REQUIREMENTS 29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).

FREE ELECTIVES 14-0

CHAPEL 0-4

Total 128-137

The Bachelor of Science Degree
With a Major in General Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52

To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.

MAJOR	32

The Biology concentration requires 24 hours of Biology, Geology 101, 102, and at least one semester of Biology Seminar.

The Chemistry concentration requires 24 hours of Chemistry, Geology 101, 102, and at least one semester of Chemistry Seminar.

SUPPORTIVE STUDIES	14

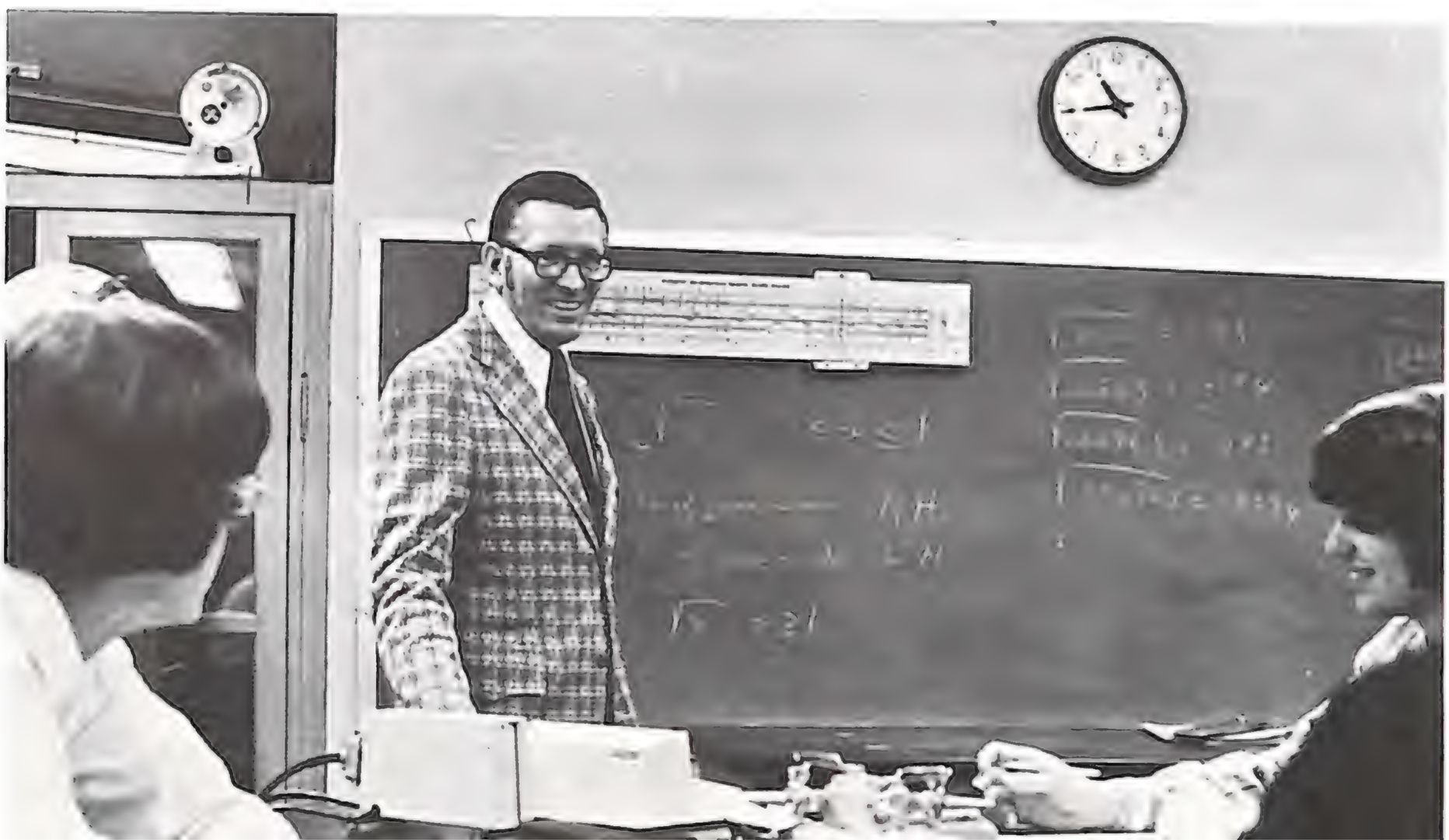
Physics 201 and 202* and Mathematics 112** are required. The remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES	15

Areas not directly related to the Major, as approved by the faculty adviser.

FREE ELECTIVES	27-11
CHAPEL	0-4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*



The Bachelor of Science Degree
With a Major in General Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.

MAJOR 32

The Biology concentration requires 24 hours of Biology approved by the faculty adviser, including at least one semester of Biology Seminar, and Geology 101 and 102.

The Chemistry/Physical Science concentration requires 24 hours of Chemistry approved by the faculty adviser, including at least one semester of Chemistry Seminar, and Geology 101 and 102.

SUPPORTIVE STUDIES 14

Physics 201 and 202*, Mathematics 112**, and Education 432 are required. Any remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.

Chemistry 201 and 202 are recommended for the Biology concentration.

Mathematics 221 is recommended for the Chemistry/Physical Science concentration.

COMPLEMENTARY REQUIREMENTS 29

Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).

FREE ELECTIVES	13-0
CHAPEL	0-4
Total	128-131

Counted only in the Basic Course Requirements if Group B is elected.

**Counted only in the Basic Course Requirements if Group C is elected.*

BIOLOGY

101. General Biology. An introduction to the study of Biology. Topics included are the chemistry and structure of the cell, molecular biology, evolution, genetics, reproduction, homeostasies, growth and development, and ecology. 3-2-4.

102. General Biology. A study of representative organisms from each of the major groups, both plant and animal. 3-2-4.

201. Invertebrate Zoology. A study of the structure, physiology, and taxonomy of the invertebrates. Prerequisite: Biology 101-102. 3-3-4.

202. Vertebrate Zoology. A systematic study of the vertebrates, including morphology, physiology, taxonomy, behavior, and evolution. Prerequisite: Biology 101-102. 3-3-4.

203, 204. Human Anatomy and Physiology. A study of the structure and functions of the human body including the skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive systems. 2-3-3, 2-3-3.

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany. The morphology, physiology, reproduction and ecological relationships of plants. 3-2-4, 3-2-4.

210. Identification of Trees and Shrubs. 2-4-4.

301, 302. Genetics. A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3, 3-0-3.

391, 392, 491, 492. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. Required for all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cytology and Histology. The anatomy of cells, intercellular structures, tissues, and the physiological and molecular manifestations of each. Prerequisite: Biology 101-102, and Junior standing. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self inflected problems, such as pollution are investigated. Much field work is done. 3-2-4.

404. Vertebrate Embryology. A study of the developmental anatomy of the vertebrate from the formation and union of germ cells to birth. Prerequisite: Biology 201-202. 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

CHEMISTRY

101, 102. General Chemistry. Introduction emphasizing fundamental laws and theories, atomic equilibria, nuclear and organic chemistry. Elements and compounds with periodic chart background. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. Lecture same as 102. About 75% laboratory cation-anion semi-micro procedures. Prerequisite: Chemistry 101. 3-3-4.

201, 202. Organic Chemistry. Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 2-4-4.

301. Analytical Chemistry. Volumetric analysis stressing acid-base and redox titrations. Gravimetric analysis. Problems. Prerequisite: Chemistry 102 or 104. 2-4-4.

302. Analytical Chemistry. Analysis applied toward industry, biochemistry, ecology. Instrumentation. Problems. Prerequisite: Chemistry 301. 2-4-4.

391, 392, 491, 492. Chemistry Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry. Application of laws of physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Chemistry 302 and Mathematics 222. 3-3-4, 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-3-4.

Department of Mathematics and Physics

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 67)	40-52
Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	
MAJOR	30
Mathematics 221, 222, 321 are required. The remaining hours are to be selected from Mathematics 115, 211, 302, 303, 304, 306, 312, 401, 402, 403, 404, 495.	

SUPPORTIVE STUDIES 15

Mathematics 305 is required.

Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)

The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.

COMPLEMENTARY ELECTIVES 15

These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.

FREE ELECTIVES 28-12

CHAPEL 0-4

Total 128

The Bachelor of Science Degree
With a Major in Mathematics
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 67)	40-52

For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology 101, Physics 103 or 201.

For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be in either Chemistry or Physics.

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.

MAJOR 30

Mathematics 221, 222, 302, 303, 321, 404, and 405 are required. The remaining hours are to be selected from Mathematics 115, 211, 304, 306, 312, 401, 402, 403, 495.

SUPPORTIVE STUDIES 18-26

Education 412, 422, 432, 450, and Mathematics 305 are required.

Science. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be in either Chemistry or Physics.

The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.

COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	17
FREE ELECTIVES	23-0
CHAPEL	0-4
Total	128-129

DESCRIPTION OF COURSES

MATHEMATICS

21. Mathematics Laboratory. Designed to aid the student who has deficiencies in mathematics. 0-as needed-0.*

101. Basic Mathematical Skills. A study of elementary and intermediate algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 1-2-2.

103. Principles of Mathematics. Selected topics in mathematics, designed for the student who plans to take only three hours in mathematics. 3-0-3.

111. Trigonometry. A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

112. College Algebra. Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. Prerequisite: Mathematics 111. 3-0-3.

115. Calculating Techniques. Wang calculator and slide rule. 1-1-1.

203. Mathematics for Elementary Teachers—I. A study of elementary set theory and logic; the properties of integers, rational numbers, and number systems of other bases. Elementary number theory; algebra. 3-0-3.

204. Mathematics for Elementary Teachers—II. A study of real numbers, probability, statistics, nonmetric and metric geometry. Prerequisite: Mathematics 203. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

211. Finite Mathematics. A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111, 112, or 221. 3-0-3.

221. Introductory Calculus. A course including the study of real functions and their graphs; slope, limits, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry. Proofs of theorems and derivations of formulas. Applications of differentials and integrals. Transcendental functions, conic sections, polar coordinates; techniques of integration. Prerequisite: Mathematics 221. 5-0-5.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming with applications to the elementary scientific and commercial problems. Prerequisite: Mathematics 112 or 221. 3-0-3.

306. Mathematical Statistics. A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypothesis, analysis of variance and covariance. Prerequisite: Mathematics 222. 3-0-3.

312. Intermediate Analysis. Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

321. Multivariable Calculus. A continuation of Mathematics 222 including a study of vectors, partial differentiation, multiple integration, series. Prerequisite: Mathematics 222. 3-0-3.

402. Advanced Calculus. Fundamental theorems of elementary calculus, continuity, differentiability, convergence, series, integrals. Prerequisite: Mathematics 321. 3-0-3.



403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

405. Innovations in Secondary School Mathematics. A study of selected topics in mathematics which are relevant to the modern curriculum in the secondary school. Prerequisite: Mathematics major (Teacher Certification), Junior standing. 3-0-3.

495. Independent Study. Prerequisite: Mathematics 321 and approval of the Chairman of the Department. 0-Independent Study-3.

PHYSICS

103. Introductory Physics. A study of the elementary concepts of mechanics, wave motion, electricity and magnetism, optics, nuclear and atomic physics, and the scientific method of reasoning. 3-2-4.

201. General Physics—I. The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111, 112, or 221. 3-3-4.

202. General Physics—II. The study of the properties of light, electricity and magnetism, Bohr theory of the atom, and quantum theory. Prerequisite: Physics 201. 3-3-4.

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

The objectives of the courses in the Social and Behavioral Sciences are:

1. To provide an intellectual adventure into life and to share in the creation of mature, thinking individuals, ready to face life with a spirit of adventure and purpose, trusting God to lead in the never-ending quest for truth.
2. To provide a general historical survey of our western heritage.
3. To provide an opportunity for a further examination of the social, political, and economic ideas and institutions in which we are involved.
4. To provide an opportunity for a more intensive study of our American heritage.

Department of Associated Social Sciences

The Department of Associated Social Sciences accepts candidates for the Bachelor of Arts Degree with concentrations in Economics, Geography, History, Political Science, and Sociology.

The major purposes of the Department are: (1) preparation for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30

The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration

must be taken. Economics 203 and 204 are required of all students concentrating in Economics. Geography 101 and 102 are required of all students concentrating in Geography. History 201 and 202 are required of all students concentrating in History. Political Science 201 and 202 are required of all students concentrating in Political Science. Sociology 201 is required of all students concentrating in Sociology.

SUPPORTIVE STUDIES 15

The Supportive Studies consist of 15 hours in Social Science (including Psychology) above those in the Basic Course Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.

COMPLEMENTARY ELECTIVES 15

Areas not directly related to the Major, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CHAPEL 0-4

Total 128

The Bachelor of Arts Degree
With a Major in Social Science
With Preparation for Secondary (9-12) Teacher Certification

BASIC COURSE REQUIREMENTS (Group A. See p. 67) 40-52

The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

MAJOR 30

The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.

SUPPORTIVE STUDIES 15

The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.

COMPLEMENTARY REQUIREMENTS Education 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 84).	26
FREE ELECTIVES	17-1
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

POLITICAL SCIENCE

201. Introduction to Political Science. A basic course in Political Science dealing with the fundamentals of man politically organized. 3-0-3.*

202. United States Government. A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

303. American Foreign Policy. A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States. A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

305. Public Opinion and Political Participation. A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics. An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

310. International Law and Organizations. An introduction to the concepts of law among nations and an examination of the development, structure, and functions of international organizations. 3-0-3.

311. European Government and Politics. A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations. A study of the governments, politics, and political problems of emerging nations. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

320. Constitutional Law. A study of principles and leading cases with emphases on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. 3-0-3.

GEOGRAPHY

101. Introduction to Geography. Essentially a course in physical geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form in the geographic setting. 3-0-3.

102. World Regions. The study of the physical and human geography of various world regions. 3-0-3.

201. Geography of the United States and Canada. The study of the physical and human geography of Anglo-America. 3-0-3.

202. Cartography. Practical experience in map interpretation, map projection, map construction, and methods of portrayal. 3-1-3.

301. Social Geography. The geography of population characteristics, migration patterns, education, religion, recreation, communication, land tenure, rural settlement patterns, and cultural diffusion. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

320. Environment and Man. A study of the two-way relationship between man and his environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

497, 498. Internship in Sociology. Three hours credit may apply to the student's Major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

Department of History

The objectives of the Division are also those of the Department of History.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in History

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.	
SUPPORTIVE STUDIES	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology, and Sociology.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

101. Survey of Modern Western Civilization, 1500-1815. 3-0-3.*

102. Survey of Modern Western Civilization since 1815. 3-0-3.

201. Survey of United States History to 1877. 3-0-3.

202. Survey of United States History since 1877. 3-0-3.

300. Greek Civilization. (See Greek 300). 3-0-3.

301. Roman Civilization. (See Latin 301). 3-0-3.

303. Jewish Civilization. (See Hebrew 303). 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

310. The Ancient World to the Fall of Rome. 3-0-3.

311. Medieval Europe. 3-0-3.

312. The Renaissance and Reformation. 3-0-3.

314. Diplomatic History of the United States. 3-0-3.

315. The United States during the Colonial Period. 3-0-3.

317. The Old South. 3-0-3.

320. Ethnic Communities in United States History. 3-0-3.

322. Early and Medieval Christianity. (See Religion 322). 3-0-3.

323. Modern Christianity. (See Religion 323). 3-0-3.

330. Europe from 1648 to 1815. 3-0-3.

331. Europe from 1815 to 1918. 3-0-3.

332. Europe since 1914. 3-0-3.

337. History of England before 1689. 3-0-3.

338. History of England since 1689. 3-0-3.

341. The United States in the Twentieth Century. 3-0-3.

345. North Carolina History. 3-0-3.

346. The Civil War and Reconstruction. 3-0-3.

352. Survey of Latin American History. 3-0-3.

362. History of the Soviet Union since 1917. 3-0-3.

371. History of Modern Japan. 3-0-3.

372. History of Modern China. 3-0-3.

380. Modern Germany since 1789. 3-0-3.

410. English Constitutional History to 1689. 3-0-3.

412. History of the Middle East since 1500. 3-0-3.

413. History of Africa since 1500. 3-0-3.

414. History of Modern India and Pakistan. 3-0-3.

420. The Westward Movement in United States History. 3-0-3.

495-496. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	
MAJOR—(36 hours, 6 counted on Basic Course Requirements)	30
Psychology 201, 206, 305, 307, and 397 are required. Fifteen hours must be earned at the 400 level.	
SUPPORTIVE STUDIES	15
To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

201. General Psychology. A survey of psychology as the scientific study of behavior. The areas treated include learning, interpretive behavior, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.*

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psychology 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psychology 201. 3-0-3.

302. Adolescent Psychology. The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. Prerequisite: Psychology 201. 3-0-3.

303. Educational Psychology. A problem-centered approach to the application of psychological principles to the educational process. Participants gain experience in stating, discussing, and writing solutions to problems presented in script form. Prerequisites: Psychology 201 and 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisites: Psychology 201 and 206. 3-0-3.

307. Physiological Psychology. An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. Prerequisites: Psychology 201 and 206. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion. (See Religious Education 374.) 3-0-3.

396. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology. Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisites: Psychology 201, 206, and 305. 3-0-3.

402. Introduction to Counseling. The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisites: Psychology 201, 206, 305, and 401. 3-1-3.

403. Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisites: Psychology 201 and 206. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisites: Psychology 201 and 206 or 301. 3-0-3.

441. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. Prerequisites: Psychology 201 and 206. 3-0-3.

444. Psychological Measurement and Appraisal. An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisites: Psychology 201 and 206. 3-0-3.

491, 492, 493. Seminar in Psychology. 1-0-1, 2-0-2, 3-0-3.

495. 496. Independent Study. An indepth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3.

497, 498. Internship in Psychology. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

ASSOCIATE DEGREE PROGRAM

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of three specialties may be chosen in Business. These are General Business, Secretarial Science, and Church Secretarial Science. See the Department of Business Administration for details.

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the Program should be a liberally educated contributing member of society.

The faculty believes that technical education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as he relates to self and fellow man.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and social sciences with objectives which encompass the promotion of physical and emotional well-being, care and rehabilitation of the ill, and comfort and support of the dying.

The technical nurse is a learner-practitioner who continues to acquire and redefine skills as social and technological advances are made in the health sciences.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships.
2. To understand the role of the associate degree nurse and his/her functions in nursing.
3. To know facts and principles of the physical, biological, and social sciences which form a basis for nursing.
4. To demonstrate beginning skill in the utilization of nursing knowledge.
5. To demonstrate skill in problem-solving in nursing and in the maintenance of health.
6. To be aware of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

DEGREE REQUIREMENTS

The Associate in Arts Degree, Leading to Licensure

First Year	*Semester Hours*
Biology 203, 204	6
Biology 206	4
English 101	3
Nursing 101, 102	14
Physical Education	1
Psychology 201, 206	6
	34

Second Year	*Semester Hours*
Religion 101 and 102	6
English 102	3
Nursing 201, 202, 290	21
Sociology 201	3
Physical Education	1
	34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the technical nurse. 5-4-6.

102. Nursing Intervention I. A study of health care during selected stressful situations focusing on the ill child, the person having surgery, and selected health problems: altered cellular metabolism, and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-8.

201. Nursing Intervention II. A study of health care during the maternity cycle and selected stressful situations focusing on specific health problems. The course is developed around a family-centered philosophy of nursing care. Prerequisite: Nursing 101-102. 5-12-9.

202. Nursing Intervention III. A study of common health problems: the care of people with altered oxygenation and patterns of behavior. Clinical laboratory experience in comprehensive nursing serve to facilitate the integration of concepts gained. Prerequisite: Nursing 101-102. 5-12-9.

290. Nursing Seminar. A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the associate degree nurse. Prerequisite: Nursing 101-102. 3-0-3.

SPECIAL DEGREE PROGRAM

Gardner-Webb College has entered into an agreement with the Bowman Gray School of Medicine of Wake Forest University whereby students may earn the Bachelor of Science degree in Medical Technology.

The agreement provides that the student will do three years' work at the College and his final year of study, a full calendar year, at Bowman Gray. The degree will be granted by Gardner-Webb College.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Medical Technology

BASIC COURSE REQUIREMENTS (Group B. See p. 67)	48
The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 101 and 104. Mathematics 111 is required and will satisfy the Mathematics requirement.	
MAJOR	32
To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine.	
SUPPORTIVE STUDIES	21
Biology 203, 204, 206, Chemistry 201, 202, and Mathematics 112 are required.	
COMPLEMENTARY ELECTIVES	15
To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	
FREE ELECTIVES	12-9
Physics 201 and 202 are recommended for male students. Biology 301, 302, Chemistry 401, and 402 are recommended for all students.	
CHAPEL	0-3
Total	128



ACADEMIC CALENDAR

1974-75

FIRST SEMESTER

August	17	Saturday — Arrival of New and Transfer Students.
August	18	Sunday — Worship Service and Parents' Orientation.
August	19	Monday — Orientation of New and Transfer Students.
August	20	Tuesday — Orientation continued; Registration of New Students: Freshmen and New Transfers.
August	21	Wednesday — Registration of Returning Students: Seniors, Juniors, Sophomores, and Freshmen.
August	22	Thursday, 8:00 a.m. — Full Class Schedule.
August	29	Thursday, 8:00 p.m. — Faculty-Student Reception.
September	9-13	Monday through Friday — Fall Revival.
October	10, 11	Thursday and Friday — Mid-term Reports.
October	18	Friday — Founders Day.
October	19	Saturday — Homecoming Day.
November	27	Wednesday, after classes — Thanksgiving Holidays begin.
December	2	Monday — 8:00 a.m. — Classes resume.
December	6	Friday — Examination Study Period.
December	7-13	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	6	Monday — Boarding students return.
January	7, 8	Tuesday and Wednesday — Registration.
January	9	Thursday, 8:00 a.m. — Classes resume.
February	10-14	Religious Emphasis Week.
March	6, 7	Thursday and Friday — Mid-term Reports.
March	7	Friday, after classes — Spring Holidays begin.
March	17	Monday, 8:00 a.m. — Classes resume.
March	19-21	Pastors' Conference.
March	28	Friday, after classes — Easter Holidays begin.
April	1	Tuesday, 8:00 a.m. — Classes resume.
April	26	Saturday, 3:00 p.m. — Spring Jubilee.
May	9	Friday — Examination Study Period.
May	10-16	Saturday through Friday — Second Semester Examinations.
May	17	Saturday, 7:00 p.m. — Alumni Banquet.
May	18	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	18	Sunday, 3:00 p.m. — Graduation.

1975-76

FIRST SEMESTER

August	23	Saturday — Arrival of New and Transfer Students.
August	24	Sunday — Worship Service and Parents' Orientation.
August	25	Monday — Orientation of New and Transfer Students.
August	26	Tuesday — Orientation continued; Registration of New Students: Freshmen and New Transfers.
August	27	Wednesday — Registration of Returning Students: Seniors, Juniors, Sophomores, and Freshmen.
August	28	Thursday, 8:00 a.m. — Full Class Schedule.
September	4	Thursday, 8:00 p.m. — Faculty-Student Reception.
September	8-12	Monday through Friday — Fall Revival.
October	16, 17	Thursday and Friday — Mid-term Reports.
October	24	Friday — Founders Day.
October	25	Saturday — Homecoming Day.
November	26	Wednesday, after classes — Thanksgiving Holidays begin.
December	1	Monday, 8:00 a.m. — Classes resume.
December	12	Friday — Examination Study Period.
December	13-19	Saturday through Friday — First Semester Examinations.

SECOND SEMESTER

January	5	Monday — Boarding students return.
January	6, 7	Tuesday and Wednesday — Registration.
January	8	Thursday, 8:00 a.m. — Classes resume.
February	9-13	Religious Emphasis Week.
March	4, 5	Thursday and Friday — Mid-term Reports.
March	5	Friday, after classes — Spring Holidays begin.
March	15	Monday, 8:00 a.m. — Classes resume.
March	23-25	Pastors' Conference.
April	16	Friday, after classes — Easter Holidays begin.
April	20	Tuesday, 8:00 a.m. — Classes resume.
May	1	Saturday, 3:00 p.m. — Spring Jubilee.
May	7	Friday — Examination Study Period.
May	8-14	Saturday through Friday — Second Semester Examinations.
May	15	Saturday, 7:00 p.m. — Alumni Banquet.
May	16	Sunday, 11:00 a.m. — Baccalaureate Sermon.
May	16	Sunday, 3:00 p.m. — Graduation.

SUMMER SESSIONS

1975

First Term

June	9	Monday—Registration.
June	10	Tuesday—Classes begin.
July	11	Friday—First Term ends.

Second Term

July	12	Saturday—Registration.
July	14	Monday—Classes begin.
August	16	Saturday—Graduation.

1976

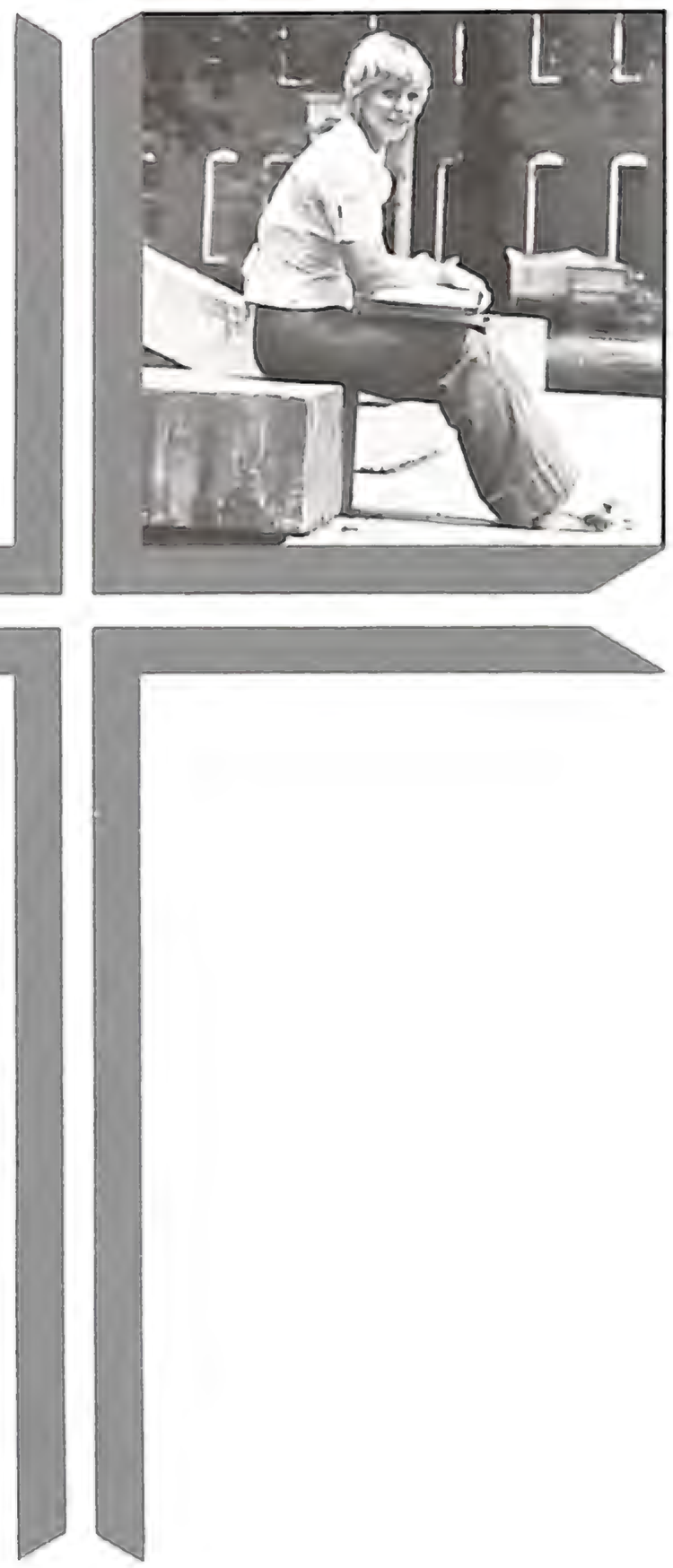
First Term

June	7	Monday—Registration.
June	8	Tuesday—Classes begin.
July	9	Friday—First Term ends.

Second Term

August	10	Saturday—Registration.
July	12	Monday—Classes begin.
July	14	Saturday—Graduation.

REGISTRY



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Morganton, N. C.
Joe Gilley
Mooresville, N. C.
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Aaron Moss
Cherryville, N. C.
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Charlotte, N. C.

TERM EXPIRING 1977

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Grifton, N. C.
Thomas R. Causby
Belmont, N. C.
Frank Dorato
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Charles I. Dover
Shelby, N. C.
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T. R. Hendrix, Sr.
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Grady Wilson
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Joe Gilley
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Aaron Moss, Chairman
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Lee Fincannon
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President's Personal Secretary ..... Mrs. Nancy A. Griffin, A.A.
Secretary, President's Office ..... Mrs. Joann W. Lutz

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Executive Vice President and
Dean of the College ..... Thomas J. McGraw, M.A.
Assistant to the Executive Vice President and
Dean of the College ..... Mrs. Diane H. Packard, B.A.
Assistant Dean ..... Dan W. Proctor, Th.D.
Secretary ..... Mrs. Mary Jolley
Manager, Data Processing Department ..... Boyce B. Hensley, B.S.
Secretary ..... Miss Ina Jean McDowell

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Admissions Counselor ..... T. Wayne Smith, B.S.
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Secretarial Assistant ..... Mrs. Mary Ann Moffitt

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Library Director ..... Alton H. (Bill) Malone, M.S.L.S.
Assistant Librarian—Cataloging ..... Mrs. Joy Y. Sandifer, M.L.S.
Assistant Librarian—
Reference and Circulation ..... Mrs. Joy K. Hays, M.L.S.
Assistant Librarian—
Periodicals and Reference ..... Mrs. Mary Craven Smith, M.Ln.
Assistant Librarian—Acquisitions ..... Mrs. Mary Jo Bracken, M.L.S.
Library Assistant, Acquisitions ..... Mrs. La Lene H. Washburn
Secretary in the Library ..... Mrs. Wilma H. Blanton, M.S.
Secretarial Assistant ..... Mrs. Grace C. Harmon
Secretarial Assistant ..... Mrs. Mary B. Jones
Secretarial Assistant ..... Mrs. Judy Bryant
Secretarial Assistant ..... Mrs. Vicki S. Walker

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College Minister ..... Charles W. (Buddy) Freeman, B.D.
Assistant College Minister ..... Reginald K. Alexander, M.R.E.
Secretary ..... Mrs. Rhonda B. Bartee

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and Business Manager ..... Charles E. Mack, Jr., A.B.
Assistant Business Manager ..... Clyde E. Beasley, M.R.E.
Secretary and Associate ..... Mrs. Nita B. Lefler
Secretarial Assistant ..... Mrs. Frances Johnson
Secretarial Assistant ..... Mrs. Louise J. Jolley
Secretarial Assistant ..... Mrs. Dot Morgan
Switchboard Operator ..... Mrs. Shirley H. Washburn
College Hostess ..... Mrs. Bettye F. McGraw
Mail and Mimeograph Room Clerk ..... Mrs. Debbie Crow, A.A.

BOOKSTORE

Manager ..... Mrs. Beth P. Lindemann, B.A.
Assistant Manager ..... Mrs. Catherine B. Jolley

PHYSICAL PLANT OPERATIONS

Superintendent of Buildings and Grounds ..... J. Horace Scruggs
Assistant Superintendent of Buildings and Grounds ..... Willie Hall
Assistant in Physical Plant Operations ..... Julius Hoyle
Assistant in Physical Plant Operations ..... Clifford Ledford
Chief Security Officer ..... Gordon Washburn
Security Officer ..... Paul M. Magill
Security Officer ..... Kenneth E. Hamilton

OFFICE OF COORDINATOR OF DEVELOPMENT AND ATHLETICS

Coordinator of Development and Athletics ..... Edwin C. Holbrook, M.A.
Division Office Manager ..... Mrs. Janelle H. Hicks
Director of Development and Alumni ..... Jerry R. Walker, B.S.
Secretary ..... Mrs. Jane R. Reynolds
Secretarial Assistant ..... Mrs. Gail A. Styers
Director of Public Relations ..... William E. Boyd, B.D.
Secretary ..... Mrs. Mildred B. Poston, A.A.
Director of Denominational Relations
and Deferred Giving ..... J. Roy Robinson, D.D.

Associate Athletic Director and Executive Secretary, Bulldog Club	Ron D. Hooper, M.A.
Assistant to the Athletic Director	Warren G. Ariail, A.B.
Assistant in the Athletic Department	Kenneth R. Daves, M.A.
Assistant in Student Athlete Recruitment	Roger D. Banks, B.S
Secretary, Athletic Department, Bulldog Club	Miss Nellie S. Jolley

OFFICE OF COORDINATOR OF STUDENT PERSONNEL SERVICES

Coordinator of Student Personnel Services	William J. Briggs, M.A.
Secretary	Mrs. Margaret King, B.S.M.
Director of Student Activities and Placement	Thomas C. Poston, M.A.
Secretary	Mrs. Kay Carter
Director of Counseling	Arthur Raymond Pople, III, M.R.E.
Director of Men's Services	L. Martin Banner, B.S.
Director of Women's Services	Miss Ruth C. Kiser, M.A.
Secretary	Mrs. Maxine Parsons

DORMITORIES

Residence Director, Stroup	Mrs. Louise R. Jenkins
Residence Director, Nanney	Mrs. Jewel C. Goodwin
Residence Director, H.A.P.Y.	Mrs. Isabel B. Harkins
Residence Director, Decker	Mrs. Elizabeth M. Felsberg

OFFICE OF CULTURAL AND CREATIVE ACTIVITIES

Director	E. Eugene Poston, Th.D.
Associate Director	George R. Cribb, Ed.D.
Assistant Director	William E. Boyd, B.D.

FACULTY

ERNEST EUGENE POSTON (1959)*, Ph.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS JEFFERSON McGRAW (1962), M.A., Executive Vice President and Dean of the College

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

ROBERT WHITE ABRAMS (1962), B.D., Director of Admissions

A.A., Gardner-Webb College; A.B., Wake Forest University; B.D., Southern Baptist Theological Seminary.

REGINALD KEITH ALEXANDER (1973), M.R.E., Assistant College Minister

A.A., B.S., Gardner-Webb College; M.R.E., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Th.D., Professor, Religion, History

B.A., Ouachita Baptist College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1939), M.A., Associate Professor, Business

A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), Ph.D., Chairman, Department of Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Division of Business and Economics; Chairman, Department of Business Administration; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

WARREN G. ARIAIL, JR. (1972), Assistant to the Athletic Director

A.B., Wofford College; Additional Study, Eastern School of Physical Therapy, Indiana University.

ROGER D. BANKS (1971), B.S., Assistant in Student Athlete Recruitment

B.S., Gardner-Webb College; Additional Study, Appalachian State University.

DORIS VANCE BANNER (1970), M.A., Assistant Professor, Mathematics

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, University of North Carolina–Asheville, Clemson, University, Appalachian State University.

LUTHER MARTIN BANNER (1970), B.S., Director of Men's Services

B.S., Appalachian State University; Additional Study, Western Carolina University.

**The date after a name indicates the first year at Gardner-Webb College*

CLYDE E. BEASLEY (1971), M.R.E., Assistant Business Manager

B.A., Carson-Newman College; M.R.E., Golden Gate Baptist Theological Seminary; Additional Study, University of California.

GILMER WARREN BLACKBURN (1968), M.A., Assistant Professor, History

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D. Candidate, University of North Carolina—Chapel Hill.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Chairman, Division of Education; Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina—Chapel Hill.

WILMA H. BLANTON (1973), M.S., Secretary in the Library

B.S., East Tennessee State University; M.S., University of Tennessee.

WILLIAM E. BOYD (1969), B.D., Director of Public Relations

B.S., University of Florida; B.D., Southern Baptist Theological Seminary; Additional Study, University of Tennessee.

MARY JO BRACKEN (1974), M.L.S., Assistant Librarian, Acquisitions

A.B., Manhattanville College; M.L.S., Simmons College; Additional Study, Boston State College.

LOIS BULL BRADLEY (1967), B.S., Instructor, Nursing

R.N., B.S., Lenoir Rhyne College—Grace Hospital School of Nursing; Additional Study, Lenoir Rhyne College.

WILLIAM J. BRIGGS (1971), M.A., Coordinator of Student Personnel Services

B.S., Pfeiffer College; M.A., Western Carolina University; Additional Study, Michigan State University.

JOYCE COMPTON BROWN (1966), Ph.D., Associate Professor, English

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

LESLIE MORRIS BROWN (1966), Ph.D., Associate Professor, Biology

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

RAY KENT BRUMBAUGH (1972), M.S., Instructor, Psychology

B.S., Juniata College; M.S., Acadia University (Nova Scotia).

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health Education, Physical Education; Head Baseball Coach

B.S., Pfeiffer College; M.A., Appalachian State University.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education; Professor, Education

B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina—Chapel Hill, North Carolina State University, Winthrop College.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology, Speech

A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina–Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina–Chapel Hill, Western Carolina University.

WALLACE REID CARPENTER (1964), M.A., Chairman, Department of Data Processing; Associate Professor, Data Processing, Business

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, IBM School of Computer Science.

RALPH LOGAN CARSON (1973), Th.M., Assistant Professor, Religion

A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D. Candidate, Drew University.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry

B.S., Clemson University; M.A.T., Converse College; Additional Study, Clemson University.

RICHARD GEORGE CHALCRAFT (1969-71; 1974) Ph.D., Associate Professor, Geology

B.A., University of Buffalo; M.S., University of North Carolina; Ph.D., University of North Carolina – Chapel Hill.

JEFFREY CHIT-FU CHANG (1966), M.S., Associate Professor, Mathematics

B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Ancient Languages and Literature

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina–Chapel Hill; Additional Study, University of North Carolina–Chapel Hill.

J. DEWBERRY COPELAND (1972), Ed.D., Professor, Business, Economics

B.S., M.A., University of Florida; Ed.D., New York University.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English Language and Literature; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh; Postdoctoral Research, University of California–Los Angeles.

CHARLES WRIGHT COX (1968), Ph.D., Professor, Theatre Arts, Speech

B.A., Roanoke College; M.A., Cornell University; Ph.D., Northwestern University; Additional Study, School of Radio Technique, The Television Workshop, New York City.

BARBARA JENSEN CRIBB (1969), M.Ed., Assistant Professor, Education, Art

B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University.

GEORGE ROBERT CRIBB (1969), Ed.D., Chairman, Department of Fine Arts; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky, University of York (England).

ALICE RAE CULLINAN (1974), Ed.D., Assistant Professor, Religious Education, Religion

B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

STEVE EVANS CURTIS (1973), M.A., Instructor, Health Education, Physical Education; Assistant Football Coach

B.S., Appalachian State University; M.A., Western Carolina University.

KENNETH RAY DAVES (1966), M.A., Assistant Professor, Health Education, Physical Education; Assistant in the Department of Athletics

B.S., M.A., Appalachian State University.

RAYMOND LESTER DAVIS (1972), Admissions Counselor

B.S., Gardner-Webb College.

ROBERT LEE DECKER (1970), M.R.E., M.A., Assistant Professor, Music

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Division of Mathematics and Natural Sciences; Chairman, Department of Mathematics and Physics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

JOHN R. DRAYER (1973), Th.D., Assistant Professor, Religion

B.A., Belmont College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary.

ANTHONY FINLEY EASTMAN (1966), Ph.D., Associate Professor, History

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

DOROTHY W. EDWARDS (1946), A.B., Registrar

A.A., Gardner-Webb College; A.B., Meredith College.

MARGARET M. FARFOUR (1973), B.S., Instructor, Nursing

B.S., Duke University.

JAMES WALTER FITE (1964), M.A., Associate Professor, Biology

B.S., M.A., Appalachian State University; Additional Study, Indiana University, University of South Carolina.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., College Minister

A.A., Gardner-Webb College; B.A., Carson-Newman College; B.D., Southeastern Baptist Theological Seminary.

WILLIAM HARDIN FREEMAN (1972), Ph.D., Assistant Professor, Health Education, Physical Education

B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon.

ROGER GARY GADDIS (1974), Ph.D., Associate Professor, Psychology

B.A., University of North Carolina – Charlotte; M.A. University of Tennessee; Ph.D., University of South Carolina.

NETTIE RAYLE GIDNEY (1945; 1953), M.A., Assistant Professor, Voice

Guilford College; B.M., Westminster Choir College; M.A., Appalachian State University; Additional Study, Wesleyan College, Private Voice Study (eight years), Ernest Brown.

BENITO RAMON GONZALEZ-QUEVEDO (1971), Ph.D., Assistant Professor, Spanish

B.A., Universidad Central L.V., Cuba; M.A., Ph.D., University of North Carolina–Chapel Hill; Additional Study, Universidad Internacional (Mexico).

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B.S., M.A., Appalachian State University; Additional Study, IBM School of Computer Science.

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A.B., Lenoir Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University.

HOWARD CONLEY HAIRE (1973), Ph.D., Assistant Professor, Business

B.S., M.S., Catholic University; Ph.D., Walden University; C.P.A.

**BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History, Political Science

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D. Candidate, University of South Carolina.

MICHAEL A. HARRELSON (1968), Ph.D., Chairman, Department of Biology, Chemistry, and Geology; Professor, Biology

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia; Additional Study, Bowling Green State University.

JOY K. HAYS (1973), M.L.S., Assistant Librarian, Reference and Circulation

B.S., Northwestern University; M.L.S., Drexel University; Additional Study, University of British Columbia (Vancouver, B.C.).

BOYCE BRISCOE HENSLEY (1973), B.S., Manager, Data Processing Department

B.S., Gardner-Webb College.

JAMES P. HENSON (1957-62; 1968), Ed.D., Chairman, Department of Psychology; Professor, Psychology

A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

***On leave.*

ELIZABETH EGGERS HILL (1963-65; 1966), M.A., Assistant Professor, Music

B.S., M.A., Appalachian State University; Additional Study, Westminster Choir College.

JERRY RANDOLPH HILL (1963), D.M.E., Associate Professor, Music

B.S., M.A., Appalachian State University; D.M.E., University of Oklahoma.

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

EDWIN CHARLES HOLBROOK (1964), M.A., Coordinator of Development and Athletics; Head Basketball Coach

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

RON DALE HOOPER (1968-69; 1970), M.A., Associate Athletic Director and Executive Secretary, Bulldog Club; Assistant Basketball Coach

B.S., University of North Carolina–Chapel Hill; M.A., Appalachian State University.

DANIEL HUMMEL HOSLER (1969), Ph.D., Chairman, Division of Social and Behavioral Sciences; Chairman, Department of History; Professor, History

B.Sc.Ed., Ohio State University; M.A., Ph.D., University of Wisconsin.

JOE BEN HOYLE (1972), M.A., Instructor, Business

B.A., C.P.A., Duke University; M.A., Appalachian State University.

SYLVIA FLACK HUNT (1974), B.S., Instructor, Nursing

B.S., Winston-Salem State University.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Chairman, Department of Associated Social Sciences; Professor, Social Science

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University.

PAUL WISEMAN JOLLEY (1962), Ed.D., Professor, Mathematics

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina–Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology

B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of Colorado, University of North Carolina–Chapel Hill, University of Tennessee.

RUTH C. KISER (1961-64; 1969), M.R.E., M.A., Director of Women's Services

A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), D.R.E., Professor, Religious Education, Religion

B.A., Stephen F. Austin State College; M.R.E., D.R.E., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College, Baylor University, University of Houston, North Carolina State University, Appalachian State University.

GRACE CRAIG LEE (1965), M.N.A., Director, Nursing

R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.N.A., University of North Carolina–Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Chairman, Division of Humanities; Professor, Religion, Ancient Languages and Literature

B.A., Mississippi College; B.D., Th.D., New Orleans Baptist Theological Seminary; M.A., Johns Hopkins University; Additional Study, Baltimore Hebrew College.

BETH POSTON LINDEMANN (1973), Manager, Bookstore

B.A., Campbell College.

LEONARD GEORGE LITTON, JR. (1970), M.A., Associate Professor, Health Education, Physical Education; Head Football Coach

B.S., M.A., East Tennessee State University.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business

B.S.S.A., University of North Carolina–Greensboro; M.A., Appalachian State University.

HELYN GOODE LOWERY (1971), M.A., Assistant Professor, Business

Gardner-Webb College; B.S., Limestone College; M.A., Appalachian State University; Additional Study, University of Georgia.

MELVIN ROSCOE LUTZ, JR. (1969), M.A., Assistant Professor, Ancient Languages and Literature

A.A., Gardner-Webb College; B.A., Mars Hill College; M.A., Florida State University; Additional Study, Florida State University.

WILBUR RAY McBRIDE (1968), M.Ed., Associate Professor, Physics, Mathematics

A.B., Wofford College; M.Ed., University of North Carolina–Chapel Hill; Additional Study, Wofford College, Converse College, University of Arkansas, University of Michigan, University of Kansas, University of New Mexico.

CHARLES ERNEST MACK, JR. (1966), A.B., Coordinator of Business Affairs and Business Manager

A.A., Gardner-Webb College; A.B., Catawba College.

ALTON H. (BILL) MALONE (1969), M.S.L.S., Library Director

B.A., Carson-Newman College; M.S.L.S., University of Illinois.

LEROY FRANCIS McDONALD (1973), J.D., Assistant Professor, Economics

B.A., M.A., LL.B., J.D., Boston University.

ROBERT EARLE MORGAN (1967), Ph.D., Associate Professor, French, Mathematics

A.B., Lenoir Rhyne College; M.Ed., Ph.D., University of North Carolina–Chapel Hill; Additional Study, University of North Carolina–Chapel Hill.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religious Studies and Philosophy; Professor, Religion

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh (Scotland), Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History; Administrative Assistant

B.A., M.A., Ph.D., The Tulane University of Louisiana.

THIRLEN OSBORNE (1957), M.A., Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D. Candidate, University of North Carolina–Chapel Hill.

DIANE HICKS PACKARD (1967), B.A., Assistant to the Executive Vice President and Dean of the College

A.A., Gardner-Webb College; B.A., Limestone College.

CLARENCE SHERMAN PARRISH (1970), Ph.D., Associate Professor, Chemistry

A.B., Berry College; Ph.D., University of Mississippi.

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary.

LINDA HESTER PHILLIPS (1972), Instructor, Nursing

R.N., B.S., Lenoir Rhyne College.

ARTHUR RAYMOND POPLE, III (1974), M.R.E., Director of Counseling

B.A., Mississippi College; M.R.E., Southwestern Baptist Theological Seminary; Ed.D. Candidate, Southwestern Baptist Theological Seminary.

THOMAS CLINTON POSTON (1969), M.A., Director of Student Activities and Placement

A.A., Gardner-Webb College; B.A., Limestone College; M.A., Appalachian State University; Additional Study, Furman University, Mercer University.

DAN W. PROCTOR (1969), Th.D., Assistant Dean

A.A., Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary.

LAUNITA EYE PROCTOR (1969), M.R.E., M.Ed., Assistant Professor, Health Education, Physical Education

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor, Art

A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

DONALD EDWARD REED (1966), M.A., Assistant Professor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Additional Study, University of Tennessee.

ROBERT LEE REYNOLDS (1971), M.M., Instructor, Music

B.A., Campbellsville College; M.M., University of Kentucky; Additional Study, George Peabody College for Teachers.

J. ROY ROBINSON (1972), D.D., Director of Denominational Relations and Deferred Giving

Gardner-Webb College; B.S., Furman University; B.D., Southern Baptist Theological Seminary; D.D., Furman University.

LARRY L. SALE (1971), Ed.D., Professor, Education

B.S., M.A., Appalachian State University; Ed.D., Indiana University.

CHARLEY L. SANDIFER (1967), Th.M., M.A., Associate Professor, English

A.B., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.A., University of Mississippi; Ph.D. Candidate, University of Mississippi.

JOY YOUNG SANDIFER (1967), M.L.S., Assistant Librarian, Cataloging

B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

JOHN KENNETH SANFORD (1966), M.A., Instructor, Health Education, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D., Associate Professor, Education

B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor, Spanish

A.B., Lenoir Rhyne College; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

STANLEY RICHARD SMEDLEY (1974), M.S., Instructor, Sociology

A.A., Wesley Junior College; B.S., Wittenburg University; M.S., North Carolina State University.

MARY CRAVEN FORD SMITH (1970), M.Ln., Assistant Librarian, Periodicals and Reference

B.S., East Carolina University; M.Ln., Emory University.

THOMAS WAYNE SMITH (1972), B.S., Admissions Counselor

B.S., Gardner-Webb College.

PAUL MITCHELL SORRELLS (1968), M.A., Assistant Professor, English

Gardner-Webb College; B.A., Lenoir Rhyne College, M.A., Western Carolina University; B.D., Southeastern Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

PAUL JOHN STACY (1941), B.S., Assistant Professor, Biology

B.S., Duke University; Additional Study, Duke Medical School.

WILLIAM B. STOWE (1965-68; 1969), M.A., Assistant Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D. Candidate, University of South Carolina.

JAMES KANIPE TAYLOR (1964), M.A., Assistant Professor, English

B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Indiana University of Pennsylvania; Ph.D. Candidate, Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, University of Missouri, Appalachian State University.

JOHN ZACHARY TAYLOR (1974), M.A., Instructor, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

SHIRLEY PUTMAN TONEY (1965), B.S., Instructor, Nursing

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., University of North Carolina – Chapel Hill; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., M.Div., Assistant Professor, Religion, Social Science

Gardner-Webb College; B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.



SUSAN SUTTON UPCHURCH (1972), Instructor, Nursing
R.N., B.S.N., East Carolina University.

WILLIAM RICHARD WADDLE (1971), M.S., Assistant Professor, Business
B.S., M.S., Kansas State of Pittsburg; Additional Study, University of Nebraska.

JERRY RICHARD WALKER (1970), B.S., Director of Development and Alumni
A.A., Gardner-Webb College; B.S., Western Carolina University.

WILLIAM HARRILL WITHROW, SR. (1969), B.S., Assistant Professor, Political Science, Geography
B.S., U.S. Naval Academy; Ph.D. Candidate, University of North Carolina—Chapel Hill.

RANDOLPH A. WRIGHT (1970), M.M., Instructor, Music
B.M., Shenandoah Conservatory of Music; M.M., West Virginia University.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association.

Meetings—A general business meeting and banquet is held in the spring. Officers and directors have business meetings the third Saturday of the first month of each quarter.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program—In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual Fund (Living Endowment).

Alumnus of the Year—Selection is made by the Board of Trustees of the college. The award is presented by the Chairman of the Board of Trustees in the spring.

Distinguished Service Awards—Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for:

Service to denomination and church,
Service to community,
Service to Gardner-Webb College.

GARDNER-WEBB COLLEGE

Enrollment 1973-74

	Men	*Women*	*Total*
1973 Summer School	282	238	520
Regular Session			
Seniors	222	107	329
Juniors	187	119	306
Sophomores	207	185	392
Freshmen	324	256	580
Specials	24	46	70
Regular Session Totals	964	713	1677
Grand Total	1246	951	2197

ROSTER OF GRADUATES

August 11, 1973

Associate in Arts

Jane Thompson Johnson, Nursing ..... Murphy, N. C.

Bachelor of Science

Timothy David Abercrombie, Health & Physical Education ..... Lyman, S.C.
Sami Farid Abu Dayyeh, Business Administration ..... Jerusalem, Israel
**Pamela McKee Allen, Early Childhood Education ..... Shelby, N.C.
Levonne Theodore Baker, Business Administration ..... Spindale, N.C.
**Andrea Huffstetler Beason, Health & Physical Education, Boiling Spring, N.C.
Karen Annice Bentley, Early Childhood Education ..... Fountain Inn, S.C.
William Bruce Bingham, Business Administration ..... Morganton, N.C.
Grady Ronald Blackwell, Data Processing ..... Shelby, N.C.
Vernon Earl Bonner, Health & Physical Education ..... Sumter, S.C.
John Thomas Bray, III, Psychology ..... Greenville, S.C.
Vickie Deck Dameron, Mathematics ..... Shelby, N.C.
Spencer Wayne Davis, Psychology ..... Forest City, N.C.
James Franklin Dietz, III, Business Administration ..... Shelby, N.C.
Sue Moss Dixon, Early Childhood Education ..... Gastonia, N.C.
Anna Schronce Downs, Business Education ..... Boiling Springs, N.C.
Timothy Joseph Frazer, Psychology ..... Mount Holly, N.C.
Ronald Dean Gosnell, Health & Physical Education ..... Gainesville, Ga.
Steven Lee Greene, Business Administration ..... Ellenboro, N.C.
Joe Frank Hayes, Jr., Business Administration ..... Travelers Rest, S.C.
John Steven Kirkham, Business Administration ..... Shelby, N.C.
Jack Richard Ledford, Health & Physical Education ..... Andrews, N.C.
James Stockton Lowery, Jr., Intermediate Education .... Winston-Salem, N.C.
Linda Carol Matheney, Intermediate Education ..... Cliffside, N.C.
William Lawrence Mauney, Jr., Business Administration, Kings Mountain, N.C.

***Magna Cum Laude*

Melissa Ann McClure, Health & Physical Education ..... Canton, N.C.
James Ray McLean, Jr., Psychology ..... Laurinburg, N.C.
Kay Spangler Miller, Early Childhood Education ..... Shelby, N.C.
Catherine Ann Millikan, Intermediate Education ..... Randleman, N.C.
Muriel Davis Mills, Intermediate Education ..... Shelby, N.C.
Ricardo Mogna, Data Processing ..... Caracas, Venezuela
Joel Thomas Moore, Business Administration ..... Henrietta, N.C.
Craig Morrison Morehead, Biology ..... Shelby, N.C.
Charles Martin Morris, Intermediate Education ..... Inman, S.C.
William Steven Overstreet, Psychology ..... Greer, S.C.
Sandra Lynn Payne, Data Processing ..... Belmont, N.C.
Deborah Gail Prescott, Intermediate Education ..... Columbia, S.C.
Lester Jordan Reynolds, Jr., Health & Physical Education ..... Charlotte, N.C.
Danny Ross Richardson, Business Administration ..... Walnut Cove, N.C.
Richard Holmes Rose, Health & Physical Education ..... Jekyll Island, Ga.
Jerry Carroll Smathers, Psychology ..... Canton, N.C.
Craig Alan Smith, Business Administration ..... Spartanburg, S.C.
Delores Kay Smith, Health & Physical Education ..... King, N.C.
Hugh Richard Smith, Business Administration ..... Spartanburg, S.C.
Thomas Wayne Smith, Psychology ..... Hudson, N.C.
Anthony F. Spagnolo, Health & Physical Education ..... Paterson, N.J.
David Andrew Stone, Business Administration ..... Landrum, S.C.
Claude Phillip Suttlemyre, Jr., Business Administration ..... Hickory, N.C.
*Jacque Wooten Weaver, Early Childhood Education ..... Boiling Springs, N.C.
Genevieve Wills, Business Administration ..... Virginia Beach, Va.
*Patricia Greene Wood, Intermediate Education ..... Forest City, N.C.

Bachelor of Arts

*Timothy Bernard Brittain, Religion ..... Shelby, N.C.
William Burgwyn Cooley, Social Science ..... Jackson, N.C.
Jerry Collins Evans, Religious Education ..... Cherryville, N.C.
John Arthur Fowler, Jr., Social Science ..... Spartanburg, S.C.
Carroll Franklin Garrett, Religion ..... Greenville, S.C.
Robert Donald Hendrick, Music Education ..... Shelby, N.C.
Samuel Alexander Holbrooks, Social Science ..... Shelby, N.C.
Elaine Annette Kiser, Social Science ..... High Point, N.C.
Thomas Craig Potter, History ..... Columbus, Ohio
John Daniel Sipe, Religion ..... York, S.C.
Scott Morris Stevenson, History ..... Belmont, N.C.
Glenn Reid Walker, Religion ..... Polkville, N.C.
William Paul Wallace, Jr., Social Science ..... Wallace, S.C.
Brenda Faye Wood, Music ..... Roanoke, Va.
*Jesse Thomas Yarbrough, Religion ..... Roxboro, N.C.

SUMMARY OF GRADUATES, August 11, 1973

	Men	*Women*	*Total*
Associate in Arts	0	1	1
Bachelor of Science	32	18	50
Bachelor of Arts	13	2	15
	45	21	66

**Cum Laude*

December 15, 1973

Associate in Arts

Paul Wei-Sung Chang, Data Processing ..... Boiling Springs, N.C.
×Janet Lee Goodwin, Secretarial Science ..... Greenville, S.C.

Bachelor of Science

Robert Christopher Abernethy, Business Administration ..... Newton, N.C.
Joseph Leon Anthony, Data Processing ..... Elkin, N.C.
Steven Drum Arndt, Business Administration ..... Newton, N.C.
Clarence Edward Ash, Health & Physical Education ... Kings Mountain, N.C.
Roger Alan Brown, Health & Physical Education ..... Easley, S.C.
Michael Wayne Byars, Data Processing ..... Gaffney, S.C.
**Timothy Bruce Champion, Mathematics ..... Lawndale, N.C.
Anant Cheimvichitt, Data Processing ..... Bangkok, Thailand
Mary Elizabeth Chiles, Business Administration ..... Greenville, S.C.
*Louise Carol Clontz, Early Childhood Education ..... Shelby, N.C.
Michael Alexander Crawford, Health & Physical Education ..... York, S.C.
Wayne Edwin Dover, Busines Administration ..... Shelby, N.C.
Dene LaRue Eller, Health & Physical Education ..... China Grove, N.C.
Betty Hardin Ellis, Intermediate Education ..... Grover, N.C.
Neil Alexander Ervin, Business Administration ..... Newton, N.C.
*Robert Leigh Ford, Business Administration ..... Hickory, N.C.
George Marvin Foster, Health & Physical Education ..... Arcadia, S.C.
Benjamin Earl Garrett, Business Education ..... Pelzer, S.C.
Martha Louise Gragg, Early Childhood Education ..... Lenoir, N.C.
Alphonso Marion Graves, Health & Physical Education ..... Cherryville, N.C.
*Issa Mikhael Hachem, Data Processing ..... Beirut, Lebanon
Robert Glen Hames, Business Administration ..... Hanover, Md.
Leroy Alexander Hamilton, Jr., Psychology ..... Simpsonville, S.C.
Maxwell Bly Hamrick, Jr., Business Administration ... Boiling Springs, N.C.
Kathy Lynn Harmon, Intermediate Education ..... Chesnee, S.C.
Michael Ellis Holmes, Business Administration ..... Forest City, N.C.
Timothy Ray Laney, Business Administration ..... Catawba, N.C.
Teresa Helen Matkins, Early Childhood Education ..... Morganton, N.C.
Ronald Eugene McCrary, Psychology ..... Stanfield, N.C.
John Vernon McElheny, Jr., Health & Physical Education, Black Mountain, N.C.
Thomas Bruce McLaughlin, Health & Physical Education ... Mooresville, N.C.
Barry Gene Medley, Data Processing ..... Gaffney, S.C.
Howard Michael Norris, Business Administration ..... Clinton, S.C.
Benjamin William Parrish, Business Administration ..... Belle Glade, Fla.
Bruce DeLane Putnam, Business Administration ..... Shelby, N.C.
Kenneth Othello Reid, Psychology ..... Charlotte, N.C.
Clyde Wayland Roberson, Business Education ..... Charlotte, N.C.
Dixie Banning Rodgers, Intermediate Education ..... Hendersonville, N.C.
Terry Washburn Royster, Early Childhood Education ..... Lattimore, N.C.
*Ronnie Alfred Self, Business Administration ..... Boiling Springs, N.C.

**Cum Laude*
***Magna Cum Laude*
×*Honor Graduate*

Darryl Lee Shope, Health & Physical Education ..... Candler, N.C.
**Michael Eugene Sisk, Mathematics ..... Shelby, N.C.
Michael Loranzo Smathers, Business Administration ..... Canton, N.C.
Thomas Edgar Sparks, Business Administration ..... Shelby, N.C.
Joseph Boyd Speight, Health & Physical Education ..... Albemarle, N.C.
Richard Larry Stevenson, Business Administration ..... Greenville, S.C.
Paula Padgett Sutherland, Intermediate Education ..... Shelby, N.C.
Georgianne Vick, Early Childhood Education ..... Tallahassee, Fla.
Julia Edna Walker, Early Childhood Education ..... Greenville, S.C.
Edward Leslie Warren, Business Administration ..... York, S.C.
Roy Payton Warren, Jr., Health & Physical Education ..... Gastonia, N.C.
James William Washburn, Health & Physical Education ..... Shelby, N.C.
Howard Randall Wilkinson, Psychology ..... Shelby, N.C.
Fred David Wilson, Data Processing ..... Maiden, N.C.
Ivan Earl Wilson, Jr., Health & Physical Education ..... Spartanburg, S.C.
Bonnie Ferguson Winburn, Early Childhood Education ..... Lancaster, S.C.

Bachelor of Arts

Denzil Adams, Religion ..... Smyrna, S.C.
Roger Parl Bright, Religion ..... Gaffney, S.C.
*Pamela McCall Carter, Music Education ..... Charlotte, N.C.
David Vaughn Clark, Social Science ..... Greenville, S.C.
Jackie Taylor Cole, Church Music ..... Campobello, S.C.
Tony Allen Eldreth, Social Science ..... Lansing, N.C.
Robert Fred Grant, Jr., Religious Education ..... Greenville, S.C.
Deborah Wolfe Harris, English ..... Shelby, N.C.
*Samala Annette High, English ..... Baltimore, Md.
James Stewart Hobernicht, Religion ..... Low Gap, N.C.
Michael Rodney Hughes, Social Science ..... Seneca, S.C.
Michael Howard Jamison, Religion ..... Sylva, N.C.
Isaac Daniel Messer, Religion ..... Clover, S.C.
Lonnie Raymond Nelson, Social Science ..... Rural Hall, N.C.
Eddie Lamar Taylor, Social Science ..... Rutherfordton, N.C.
Francine Kay Walter, Social Science ..... Charlotte, N.C.
James Mason Young, History ..... Clinton, S.C.

SUMMARY OF GRADUATES, December 15, 1973

	Men	*Women*	*Total*
Associate in Arts	1	1	2
Bachelor of Science	43	13	56
Bachelor of Arts	13	4	17
	57	18	75

Cum Laude
**Magna Cum Laude*

May 12, 1974

Associate in Arts

Betty Robertson Allen, Nursing ..... Gaffney, S.C.
×Betty Jean Behrns, Secretarial Science ..... Hamlin, N.Y.
Eva Lark Benfield, Nursing ..... Hickory, N.C.
Janet Nira Bolin, Nursing ..... Kings Mountain, N.C.
Deborah Lynn Brower, Nursing ..... Shelby, N.C.
Connie Dull Burnham, Nursing ..... Winston-Salem, N.C.
Sara Susanne Conner, Secretarial Science ..... Shelby, N.C.
Evelyn Kyle Countess, Nursing ..... Thomasville, N.C.
Sarah Stephens Crupper, Nursing ..... Fairfax Station, Va.
Ruth Hambright DeStaffno, Nursing ..... Gaffney, S.C.
Kimberley Kay Downs, Nursing ..... Charlotte, N.C.
Timothy Charles Grace, Nursing ..... Aiken, S.C.
Brenda Brooks Hawk, Nursing ..... Shelby, N.C.
Cheryl Ann Hotham, Nursing ..... Winston-Salem, N.C.
Janice Tericia Huntley, Nursing ..... Bat-Cave, N.C.
Debra Lynn Jones, Nursing ..... Shelby, N.C.
×Deborah Phipps Killian, Nursing ..... Greenville, S.C.
Joyce Dixon Lawhorne, Nursing ..... Woodruff, S.C.
Yvonne Michelle LeCronier, Nursing ..... New Monmouth, N.J.
×Mary Helen McCombs, Nursing ..... Shelby, N.C.
Dorothy Ager Mobley, Nursing ..... Shelby, N.C.
Rita Faye Mull, Nursing ..... Connelly Springs, N.C.
×Debra Annah Neely, Secretarial Science ..... Rutherfordton, N.C.
Augusta Gongetter Norris, Nursing ..... Gaffney, S.C.
×Marilyn Todd Payne, Secretarial Science ..... Charlotte, N.C.
Nell Shytle Scrism, Nursing ..... Waco, N.C.
Carolyn Elizabeth Stoltz, Nursing ..... Rural Hall, N.C.
Gwendolyn Lovelace Turner, Nursing ..... Shelby, N.C.
Pamela Brazile Upton, Nursing ..... Forest City, N.C.
Virginia Carol VanderBrook, Nursing ..... Miami, Fla.
Kay Ruth VanKampen, Nursing ..... Jacksonville, N.C.
Cynthia Diane Vassy, Nursing ..... Shelby, N.C.
LuAnn Parker Venable, Nursing ..... Winston-Salem, N.C.
Janice Smart White, Nursing ..... Bostic, N.C.
Marcia Ann Wilkerson, Secretarial Science ..... Cockeysville, Md.

Bachelor of Science

***Donna Kay Abrams, Mathematics ..... Boiling Springs, N.C.
Stephen Lee Adcox, Data Processing ..... Shelby, N.C.
Robert Kent Allen, Health & Physical Education ..... Canton, N.C.
James Ford Anderson, Business Administration ..... Greenville, S.C.
Ray Neil Anderson, II, General Science ..... Forest City, N.C.
Peggy Ann Atkinson, Early Childhood Education ..... Fairmont, N.C.
Kathy Starr Biddy, Intermediate Education ..... Taylorsville, N.C.

×*Honor Student*
***Summa Cum Laude*

Edward Clarence Bland, Biology ..... Gaffney, S.C.
Charles Timothy Bovender, Biology ..... Winston-Salem, N.C.
Connie Crook Bowman, Health & Physical Education ..... Polkville, N.C.
Gilbert Franklin Bowman, Jr., Health & Physical Education, Mount Airy, N.C.
Edwina Crossman Bradley, Intermediate Education ..... Rutherfordton, N.C.
Eugene McGee Breazeale, Business Administration ..... Gainesville, Ga.
Lindsey Franklin Brewer, Jr., Biology ..... Winston-Salem, N.C.
*Billy Joe Bridges, Business Administration ..... Shelby, N.C.
Ricky James Bullin, Business Administration ..... Lexington, N.C.
**Carol Jane Byerly, Intermediate Education ..... Lexington, N.C.
Harry Edwin Carson, Jr., Business Administration ..... Easley, S.C.
Clyde Stevenson Carswell, Health & Physical Education ..... Morganton, N.C.
Michael Ray Clark, Data Processing ..... Greensboro, N.C.
Garry Michael Cloer, Psychology ..... Salisbury, N.C.
Joe David Cooke, Business Administration ..... Shelby, N.C.
John Durant Crowder, III, Biology ..... Shelby, N.C.
James William Davis, Business Administration ..... Forest City, N.C.
Richard Brooks Davis, Business Administration ..... Matthews, N.C.
Larry Joe Diaz, Health & Physical Education ..... Virginia Beach, Va.
Marjorie Patterson Digh, Data Processing ..... Shelby, N.C.
**Marjorie Jane English, Early Childhood Education ..... Forest City, N.C.
**Patricia Marcielle Epley, Early Childhood Education ..... Lakeland, Fla.
William Richard Foster, Jr., Health & Physical Education ..... Lyman, S.C.
Julian Brockinton Fowler, Business Administration ..... Bennettsville, S.C.
Michael Everette Frye, Business Administration ..... Gaffney, S.C.
Danny Carlos Gambrell, Health & Physical Education ..... Greer, S.C.
Mary Sue Gentry, Early Childhood Education ..... Shelby, N.C.
Gregory Lee Glenn, Data Processing ..... Chesnee, S.C.
Steven Long Gray, Biology ..... Chapel Hill, N.C.
Thomas Ray Green, Business Administration ..... Forest City, N.C.
Grace White Greene, Early Childhood Education ..... Winston-Salem, N.C.
Maria Hewitt Grigg, Intermediate Education ..... Shelby, N.C.
Lydia Blanton Hamrick, Early Childhood Education ..... Shelby, N.C.
James Marvin Hance, Biology ..... Union, S.C.
Joyce Ann Harpe, Health & Physical Education ..... Valdosta, Ga.
John Grayson Harris, Business Administration ..... Winston-Salem, N.C.
Henry Thomas Hill, Business Administration ..... Lexington, N.C.
Vicki Diane Hinson, Business Education ..... Salisbury, N.C.
Catherine Starr Howle, Elementary Education ..... Mechanicsville, Va.
**Rebecca Bradley Hoyle, Business Education ..... Forest City, N.C.
Rubard Norman Ivey, Jr., Biology ..... Dillon, S.C.
Robert Durene Jacobs, Jr., Health & Physical Education ..... Cheraw, S.C.
Ricky Howard Josey, Psychology ..... Newton, N.C.
Elizabeth Sapp Kelley, Intermediate Education ..... Silver Spring, Md.
Rebecca Williams Kester, Early Childhood Education ..... Shelby, N.C.
Ligon Dean Kimbrell, Jr., Business Administration ..... Greer, N.C.
Bobby Marion Lail, Health & Physical Education ..... Shelby, N.C.
*Linda Lou Laughter, Intermediate Education ..... Rutherfordton, N.C.
Cecilia Gail Lawing, Intermediate Education ..... Morganton, N.C.
Jerry Patterson Ledford, Business Administration ..... Shelby, N.C.
**Larry Dean Ledford, Mathematics ..... Shelby, N.C.

**Cum Laude*
***Magna Cum Laude*

John Meredith Lee, Jr., Business Administration ..... Woodland, N.C.
Bradford Gene Ligon, Health & Physical Education ..... Salisbury, N.C.
**Jane Glenn Lipscomb, Intermediate Education ..... Boiling Springs, N.C.
George Timothy Livingston, Health & Physical Education ... Anderson, S.C.
Carroll Morris Lowder, Health & Physical Education ..... Albemarle, N.C.
Ann Cornwell McFadden, Psychology ..... Rock Hill, S.C.
Roger Lee McSwain, Health & Physical Education ..... Shelby, N.C.
**Nora Lee Morris, Intermediate Education ..... Deerfield, Va.
Janice Joan Morrow, Early Childhood Education ..... Forest City, N.C.
Kenneth Eugene Napier, Health & Physical Education ... Elizabethton, Tenn.
Charles Lynn Nixon, Biology ..... Charlotte, N.C.
Gary Norman Ogle, Health & Physical Education ..... Valdese, N.C.
Mary McDaniel Phillips, Intermediate Education ..... Mooresboro, N.C.
Brenda Whitesides Potts, Early Childhood Education ... Rutherfordton, N.C.
Alfred Eason Poston, Business Administration ..... Charlotte, N.C.
*James Edward Putnam, Busines Administration ..... Shelby, N.C.
Harold Keith Queen, Data Processing ..... Shelby, N.C.
Jane Ora Ratchford, Intermediate Education ..... Dallas, N.C.
Alex Richard Rhyne, Health & Physical Education ..... Mount Holly, N.C.
***Janice DeLane Sale, Business Administration ..... Shelby, N.C.
**Peggy Jones Scruggs, Biology ..... Cary, N.C.
Langston Jesse Shelton, III, Health & Physical Education ... Pearisburg, Va.
**Sharon Jacobs Shipley, Intermediate Education ..... Forest City, N.C.
Sandra Ann Shook, Psychology ..... Morganton, N.C.
Haskell David Sides, Biology ..... Denver, N.C.
Michael Russell Simmons, Business Administration ..... Walkertown, N.C.
James Everett Sims, Health & Physical Education ..... Danville, Ky.
*Sandra Darlene Smith, Early Childhood Education ..... Conover, N.C.
Robert Daniel Spillman, Busines Administration ..... Walkertown, N.C.
*David Michael Stevenson, General Science ..... Taylorsville, N.C.
Susan Rodgers Stokes, Biology ..... Winston-Salem, N.C.
Billy Wade Styers, Psychology ..... Lexington, N.C.
Ricky Stephen Swain, Health & Physical Education ..... Elkin, N.C.
James Arthur Swayney, Health & Physical Education ..... Cramerton, N.C.
Donna Alane Swope, Health & Physical Education ..... Fayetteville, N.C.
Sandra Elaine Thorne, Health & Physical Education ..... Spindale, N.C.
Charles Truman Timmons, Jr., Psychology ..... Greenville, S.C.
Earl Trent Tucker, Data Processing ..... Winston-Salem, N.C.
Larry Stephen Turner, Psychology ..... State Road, N.C.
John Michael Verble, Health & Physical Education ..... Mooresville, N.C.
Paula Huffstetler Walker, Health & Physical Education ..... Caroleen, N.C.
Ricky Stephen Warlick, Health & Physical Education ..... Maiden, N.C.
Sara N. Whetstine, Intermediate Education ..... Shelby, N.C.
Ronnie Charles Whisnant, Health & Physical Education ..... Shelby, N.C.
**Joy Patrick White, Mathematics ..... Shelby, N.C.
Richard Dale Winn, Business Administration ..... Boiling Springs, N.C.
Johannus David Wright, Jr., Business Administration ..... Gastonia, N.C.
Mary Lanita Wright, Early Childhood Education ..... Shelby, N.C.
Terry Wayne Vaughan, Data Processing ..... Shelby, N.C.
*Glenell Sims Young, Psychology ..... Henrietta, N.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

Bachelor of Arts

Fred Kline Adkins, Jr., Music Education ..... West Columbia, S.C.
*Gary Dallas Ball, Religion ..... Horse Shoe, N.C.
Alan Wayne Bandy, Religion ..... Maiden, N.C.
Danny Ray Blanton, Religious Education ..... Wallace, N.C.
*James Eugene Blanton, Religion ..... Spartanburg, S.C.
Linda O'Bryant Branscome, Religious Education ..... Reidsville, N.C.
Wanda Morrison Brittain, English ..... Cherryville, N.C.
Kenneth Eugene Brooks, Music Education ..... Ellenboro, N.C.
Lester Dennis Browning, Social Science ..... Mauldin, S.C.
*Jerry Calvin Burleson, Religion ..... Crossnore, N.C.
Teresa Ann Chandler, Music Education ..... Asheville, N.C.
Hammond Arthur Coates, Religious Education ..... Gladys, Va.
Caroline Coble Connor, Music ..... Shelby, N.C.
Amanda Joan Cook, Social Science ..... Clover, S.C.
Ray Hill Craig, Religion ..... Hudson, N.C.
William Louis Crawford, Religion ..... Great Falls, S.C.
Brenda Cheryl Davis, Church Music ..... Old Fort, N.C.
Oscar Junior Dodson, Religion ..... Forest City, N.C.
John Wesley Elliott, Music ..... Reidsville, N.C.
Curtis Ray England, Religion ..... Gastonia, N.C.
*Daphne Taylor Epps, Social Science ..... Mooresboro, N.C.
Larry William Fleming, Biblical Literature & Language ..... Clifton, S.C.
*Robert Loran Ford, Religion ..... Spartanburg, S.C.
Jo Ann Fowler, Music Education ..... Newton, N.C.
Gary Lynch Frazier, Religion ..... Forest City, N.C.
Jimmy William Galloway, Religion ..... Gastonia, N.C.
Charles Wilson Gee, Social Science ..... Denmark, S.C.
Carol Jean Gough, French ..... Clemmons, N.C.
*John Lee Gray, Biblical Literature & Languages ..... Reidsville, N.C.
Carlton Wayne Greene, Social Science ..... Greer, S.C.
Judy Lynne Greene, Spanish ..... Charlotte, N.C.
Kay Cabaniss Hamrick, English ..... Shelby, N.C.
Sarah Elizabeth Harrison, Social Science ..... Bostic, N.C.
*Nancy Carolyn Hicks, English ..... Chesnee, S.C.
Jerry Dean Hill, Religious Education ..... Lawsonville, N.C.
Beth Connor Honeycutt, French ..... Shelby, N.C.
Thomas Wayne Huddleston, Religious Education ..... Gastonia, N.C.
Noah Lee Hyde, Social Science ..... Pinnacle, N.C.
Charles Marion Ingram, Jr., Social Science ..... Cheraw, S.C.
William Arnet Kelley, Jr., Church Music ..... Lutherville, Md.
Gregory Taylor Killian, Social Science ..... Greenville, S.C.
*Sandra Jeanette Lawing, Social Science ..... Marion, N.C.
John Robert Lentz, Jr., Social Science ..... Forest City, N.C.
Jeffrey Phillip McNeill, Social Science ..... Raeford, N.C.
Deborah Ledford Melton, English ..... Shelby, N.C.
Sam Stephen Miller, Social Science ..... Spartanburg, S.C.
John Victor Morris, Religious Education ..... Charlotte, N.C.
Randolph McCraven Nash, Social Science ..... Charlotte, N.C.
Edna Kathy Nichols, Social Science ..... Camden, S.C.

**Cum Laude*

**Randall Edward Palmer, Social Science	Inman, S.C.
John Thomas Phillips, Religion	Horse Shoe, N.C.
Donna Sue Pressley, Religious Education	Easley, S.C.
John Charles Reep, Religion	Granite Quarry, N.C.
James David Russell, Religious Education	Statesville, N.C.
Rebecca Gail Sigmon, English	Maiden, N.C.
Jerry Michael Smith, History	Shelby, N.C.
Thomas Wesley Smith, Religion	Hudson, N.C.
Sharon Lynn Stafford, Social Science	Salisbury, N.C.
Richard Allen Suttle, Religious Education	Charlotte, N.C.
**Linda Jackson Swaim, Social Science	Elkin, N.C.
**Ronald Lee Taylor, Religion	Spartanburg, S.C.
Bobby Lane Thomas, Religion	Stanley, N.C.
Steven Bruce Tower, Religion	Charlotte, N.C.
Jerry Coleman White, Religion	Mooresboro, N.C.
*Steven Jay White, History	Greensboro, N.C.
Willard Dennis White, Social Science	Shelby, N.C.
Thomas Elijah Wingler, Religion	Lenoir, N.C.
Beverly Marsha Yount, Social Science	Lenoir, N.C.

**Cum Laude*
***Magna Cum Laude*

SUMMARY OF GRADUATES, May 12, 1974

	Men	*Women*	*Total*
Associate in Arts	1	34	35
Bachelor of Science	67	41	108
Bachelor of Arts	46	22	68
	114	97	211

HONORARY DEGREES

Doctor of Humanities
Wofford Benjamin Camp
James Orville Terrell

Doctor of Divinity
Charles Quitman Carter

CITATION

Mrs. Maggie Camp Swofford

SPECIAL RECOGNITIONS

Leonard A. Allen
Mrs. Gladys DeJournette Morris
Dr. Mario A. Suarez

AWARDS

Huggins Citizenship Medal – Jerry Calvin Burleson
Curtis Citizenship Medal – Donna Kay Abrams
Senior Scholastic Achievement – Donna Kay Abrams
Junior Scholastic Achievement – Christine Self Dukes
Sophomore Scholastic Achievement – Mary Helen Hutchinson
Freshman Scholastic Achievement – Sarah Louise Ormand

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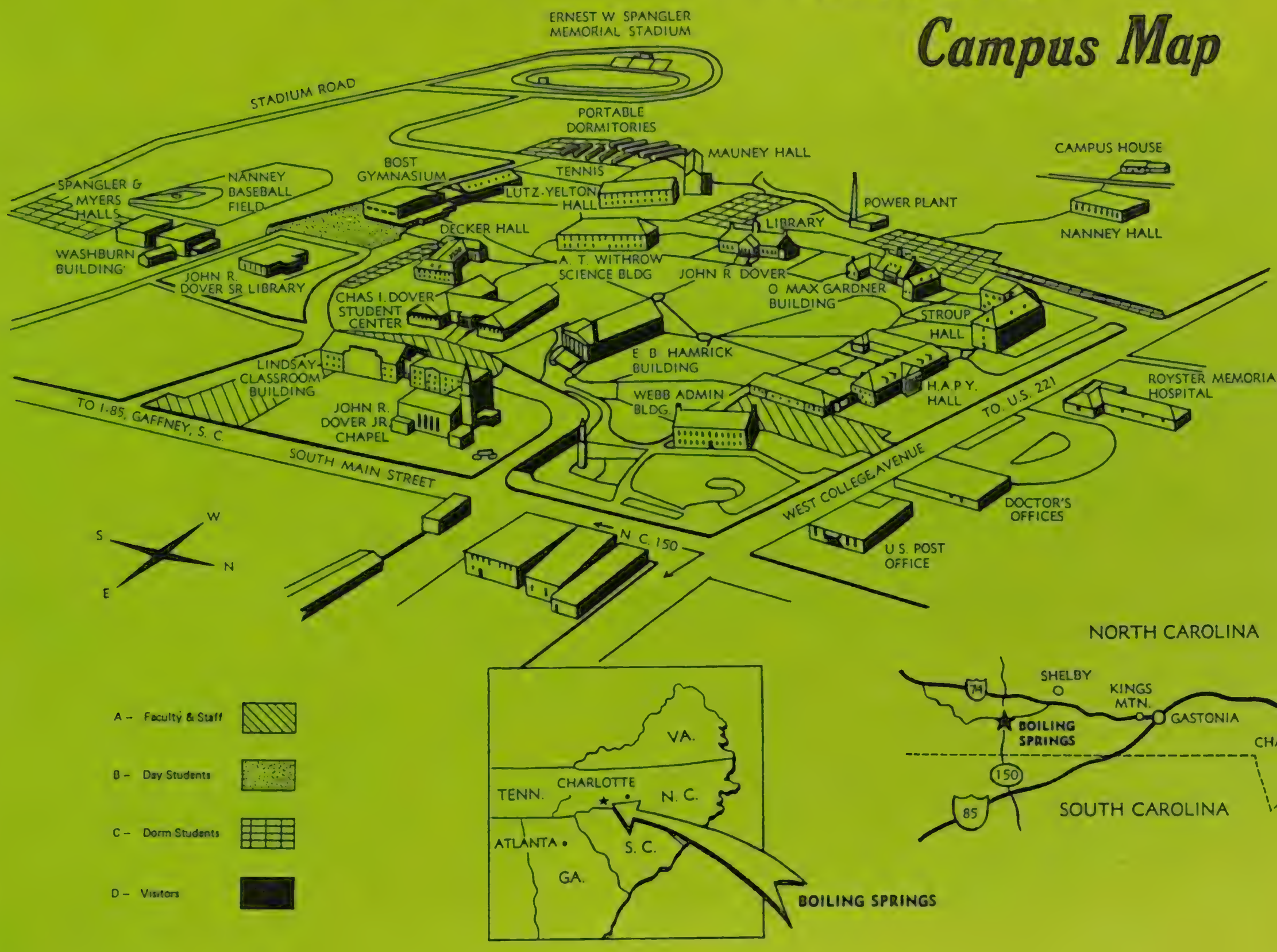
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The College reserves the right to make necessary changes without further notice.

GARDNER-WEBB COLLEGE

BOILING SPRINGS, N. C. 28017

Campus Map



A – Faculty & Staff

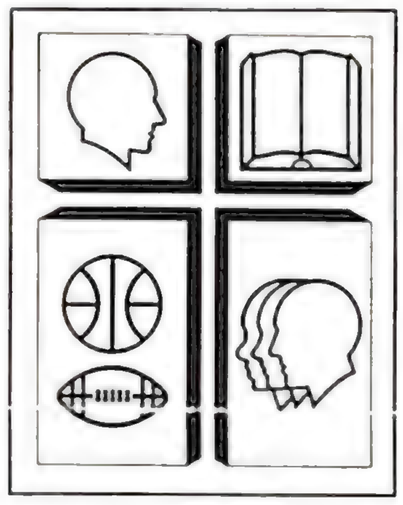
B – Day Students

C – Dorm Students

D – Visitors

Asheville	70
Atlanta, Ga.	200
Charlotte	50
Columbia, S. C.	120
Forest City	15
Gaffney, S. C.	15
Gastonia	30
Greenville, S. C.	70
Hickory	40
Lincolnton	25
Morganton	43
Rutherfordton	20
Shelby	9
Spartanburg, S. C.	35

Gardner-Webb College



Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361

Gardner-Webb College

CATALOG 1975-1976



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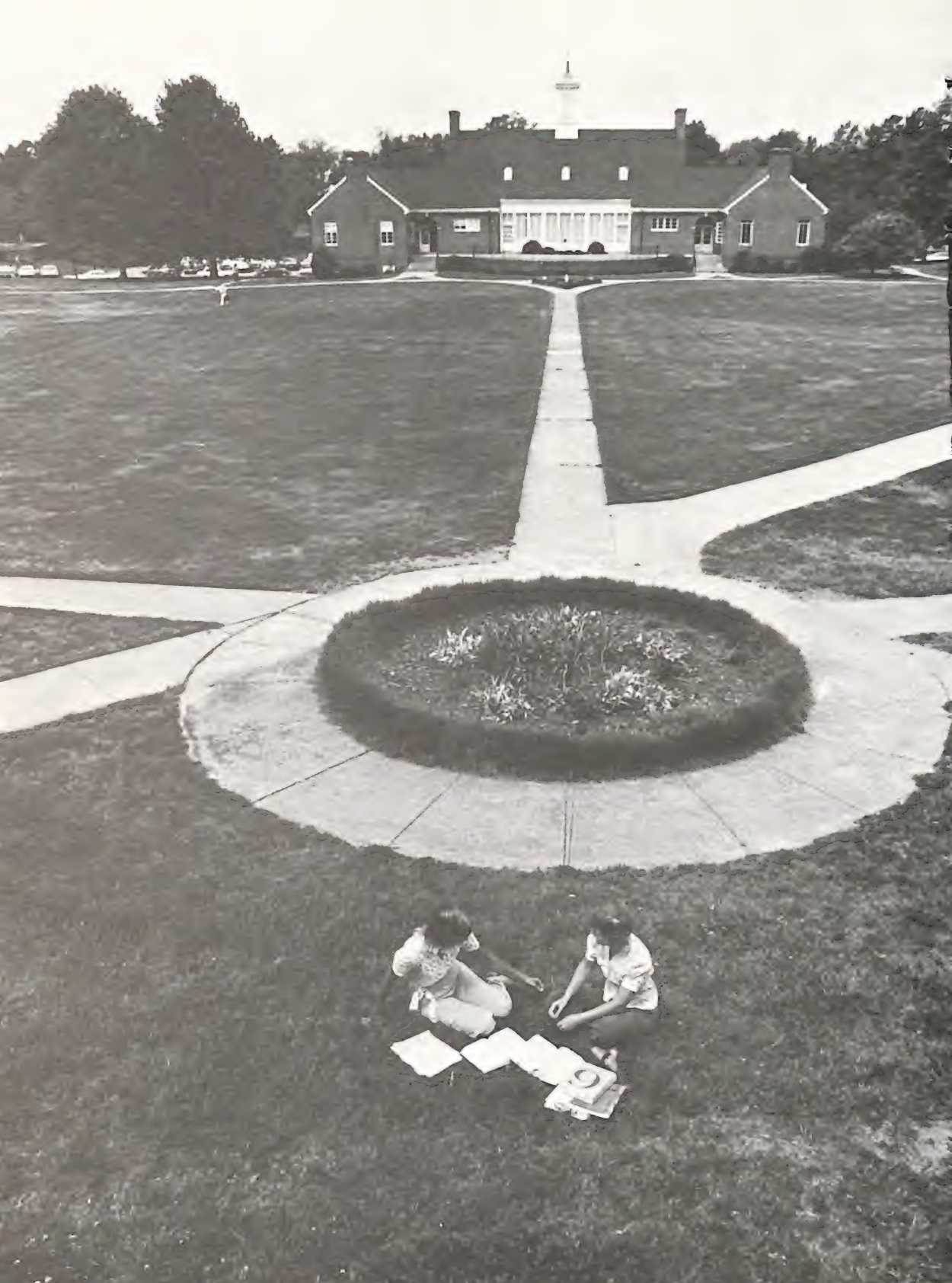
The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

Gardner-Webb College

CATALOG 1975-1976



Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361





Gardner-Webb College

BOILING SPRINGS, NORTH CAROLINA 28017

FOUNDED 1905

OFFICE OF THE PRESIDENT

Dear Friend:

It is a privilege to me to welcome you to read the Story of Gardner-Webb College, which is set forth in the following pages. The Gardner-Webb Story is one undergirded with sacrifice and miracles. The power of God and the sacrifices of many people have brought the school to full accreditation as a Senior College.

A Christian College is made up of Christian trustees, faculty, administration and students who deliberately choose the Christian environment and who dare to commit their lives to Jesus Christ. The opportunities are here for those who desire to find the will of God for their lives. The leadership is here to help each person to develop his life to the fullest possible extent.

Fulfillment in life depends upon motivation and determination. Come and join with us as we develop the long range planning of life--now and for eternity.

Prayerfully,

E. Eugene Poston

E. Eugene Poston
President

ng

STUDENT LIFE



STUDENT LIFE

Campus life at Gardner-Webb College contributes to the avowed purpose of developing self-determining students who will follow the Christian way of life in their chosen vocations.

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extra-curricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding information on student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

The college administration in extending the rights and responsibilities of student government to the student body also makes it accountable for these responsibilities. Should the student government fail to exercise mature, responsible leadership, all or any part of this privilege would be withdrawn.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities re-

lated to the interests and welfare of women students. Each residence hall for women has an organized hall council directly related to AWS.

Men's Affairs Council (MAC): MAC is made up of all men students. MAC is responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has officers, president, vice-president, and secretary-treasurer, and the hall presidents are members of MAC.

Campus Code

The following Code of Conduct is an official part of Gardner-Webb College. Students who enroll at Gardner-Webb are agreeing through matriculation, to abide by this Code. The Trustees have voted that the following things will not be tolerated at Gardner-Webb and will result in disciplinary action and may result in suspension according to the seriousness of the violation.

1. *Dishonesty* – such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. *Theft* – theft or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality* – engaging in lewd, obscene or offensive behavior, speech, or writing.
4. *Drinking or possession of alcoholic beverages and/or use or possession of drugs* on campus or at college-related functions.
5. *Gambling* – in all forms.
6. *Hazing* – Hazing is prohibited by North Carolina Statute: 14-35. "Hazing: definition and punishment – It shall be unlawful for any student in any college or school in this State to engage in what is known as hazing, or to aid or abet any other student in the commission of this offense. For the purpose of this section, hazing is defined as follows: 'to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity.' Any violation of this section will constitute a misdemeanor."
7. *Unkempt appearance*
   Men – appropriately dressed at all times with hair neat, clean, well-styled and above the collar; moderate AFRO; no beards. *Women* – neatly and appropriately dressed and in keeping with the campus dress code.
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.

9. *Disrespectful and/or insubordinate behavior.* Failure to respond to an official notice from an administrator, faculty, or SGA will be considered insubordinate behavior.

10. *The use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

The Alpha Nu Omega-Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Director of Student Activities. Clubs and organizations fall under one of the following classifications:

Student Government Bodies
Honor Societies
Religious Organizations
Departmental Organizations
Class Organizations
Service-Activity-Political Organizations





Religious Activities

The college assumes that each person will find his place in the religious life of the campus and community without coercion except through the inner urging of his own soul. It is recommended that students affiliate with and become active in a local church. Campus religious activities are a part of total college life and provide opportunities for Christian growth and first time commitment.

Weekly required chapel provides an opportunity for the entire student body to be together, contributing to the distinctly different quality of life at Gardner-Webb. Programs feature outstanding personalities who have distinct contributions to make to the intellectual, cultural, and spiritual life of the student body.

A religious emphasis week is held each semester. Persons competent in their fields not only lead group activities but meet students on a person-to-person basis during the week.

The Campus Minister and Baptist Student Union Director are on the college staff to minister to spiritual needs and coordinate religious activities. The Baptist Student Union and other denominational groups provide the framework for religious meetings and activities.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunties of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

"The Web," the college yearbook, "The Pilot," the student newspaper, the Student Handbook, and "Reflections" are publications edited by the students of the college. The staff of each is a selected group of men and women with a faculty advisor. "The Web," the monthly alumni publication, is distributed to alumni and other contributing friends.

Athletics

INTERCOLLEGIATE

The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, and golf. Students are given ample opportunity to try out for these teams.

INTRAMURAL

A full staff of qualified coaches and physical education professors work diligently to provide the type of athletic program that will benefit the student as he prepares for a full life after graduation from the college.

The purpose of the Intramural Program is to provide an opportunity for each student to participate in athletic competition—in a team, dual, or individual activity—of his or her choice. A wide variety of sports and activities are offered.



STUDENT SERVICES

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with President E. Eugene Poston bringing the welcome message. The parents of all new students are invited and encouraged to attend this service. Later in the day, special attention is given to a Parents' Orientation period and the Student Government Association-Parents' Association Reception. Monday of orientation week is devoted to a general convocation and general testing. Tuesday's schedule includes academic sessions, registration, and picture taking. The SGA is in charge of Wednesday with its orientation periods. Various social activities are planned for the late afternoon and early evening hours during the week. Classes begin for all students on Thursday.

No student has completed his registration until he has met the requirements outlined in the orientation and testing schedule.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of three offices – those of the Director of Counseling, the College Minister, and the Assistant Dean.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the Office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

The College Minister is pastor to the Gardner-Webb College family. He is available to each student, offering those services normally provided by a local pastor. His ministry is to the whole person with emphasis on the spiritual and religious aspects of campus and personal life.

Academic counseling is the responsibility of the Assistant Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of his academic and vocational interests and personal compatibility. The adviser meets with his assigned students in group sessions and in individual conferences. The student is advised concerning his program of study and may discuss his vocational plans and personal problems with his adviser if he desires. The faculty adviser may become a friend with whom the student may share his problems in every area of life in confidence.

The Assistant Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline date for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college-approved housing.
4. All unmarried students, including students divorced or separated, must live in the college dormitories, college-approved private housing, or in the homes of their parents or other close relatives.
5. All unmarried students, including students divorced or separated, cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. All unmarried students, including students divorced or separated, living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. All unmarried students, including students divorced or separated, living in college-approved private housing in Shelby or nearby communities, may be considered as day students and are not required to purchase a meal plan.

8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.

9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.

10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.

11. Any student violating this housing policy or any part of it will be subject to suspension.

12. The college reserves the right to inspect all college-approved housing units.

13. The college reserves the right to make room assignments in the interest of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.

14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Regular inspections are made of all rooms. Students who do not conform to regulations for neatness and order may be subject to disciplinary action and/or a fine.

Dormitories will open prior to the first day of registration of each semester. The dormitories will be closed at noon on the first day of the Christmas holidays and will reopen at noon on the last day of the Christmas holidays. The dormitories will close at noon the day after Commencement Day. Students who arrive before or remain after designated time will be charged an extra fee of $1.00 per day.

ROOM ASSIGNMENTS: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

KEY DEPOSIT: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Residential Buildings

HOUSING FOR WOMEN

James Webb Gardner Memorial Dormitory (Decker Hall): This three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 130 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate young women.

Stroup Dormitory: First used during the 1956-57 school year, the Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof, brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the counselor. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.



HOUSING FOR MEN

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two room furnished apartment for the counselor.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture.

Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Mobile Dormitories: The college has fifteen mobile units which house eight men each. They are centrally located, allowing easy access to all areas of campus life. These facilities are air-conditioned and electrically heated, and the rooms are comfortably furnished. Each unit consists of four rooms and two baths.

OTHER HOUSING

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

ARA Food Services Company of Atlanta, Georgia, a division of ARA Services Inc. of Philadelphia, Pennsylvania, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is **located in the Charles I. Dover Campus Center. The cafeteria offers at**tractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester. Two alternate plans are offered; a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College through its relationship with Royster Memorial Hospital and the Doctors' Building, which are located adjacent to the campus, provides a constructive health program for every student.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. A charge of $2.00 per visit is made during hours regularly scheduled for Gardner-Webb students. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A thorough medical examination is required of all new students. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance Program

Each enrolled student is covered with accident insurance. This coverage will protect the student 24 hours a day and is in effect for 12 months. Students have the option to purchase hospitalization coverage for sickness. For further details, contact the Business Office.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U. S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. All residence halls have coin operated washing machines and dryers.





Placement Service

The Placement Office is located in the Charles I. Dover Campus Center. Student work on and off campus is handled through this office.

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and who need assistance in relating their courses of study to these occupations are invited to visit the office for consultation.

These services are available without cost and do not end when the graduate has been placed the first time. Those interested are advised to keep the Placement Office informed of their plans and professional preferences by filing placement forms with the office.

GENERAL INFORMATION



Introducing Gardner-Webb College

PURPOSE. The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

NATURE. Gardner-Webb College is a Christian liberal arts college, owned and operated by the Baptist State Convention of North Carolina. It is of moderate size with a good student to faculty ratio. Campus life is characterized by friendliness and genuine concern for the individual student.

ACCREDITATION. Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing and the North Carolina Board of Higher Education, and is authorized by the immigration authorities of the United States for the training of foreign students.

HISTORY. On December 2, 1905, The Boiling Springs High School, Incorporated, was chartered. The idea for this school was conceived by the Kings Mountain Baptist Association in 1903. This group was joined by the Sandy Run Association in the founding of the high school which was to become Boiling Springs Junior College in 1928.

The name was changed to Gardner-Webb College in 1942 in honor of Governor O. Max Gardner, his wife, Mrs. Fay Webb Gardner, and their families. The governor had taken great interest in the college and devoted much of his energies, time, and wealth to guiding and strengthening it.

The tenure of President Philip Lovin Elliott began in 1943, and was marked by the college's being admitted into the Baptist family of colleges of North Carolina and its accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was elected to head the college in 1961 and announced The Decade of Advance, 1961-1971. At the close of that ten-year period the college had reached virtually every goal proposed in 1961, and is now a fully accredited senior college.

Presidents

James Blaine Davis	1928-30
Zeno Wall	1930-32
James L. Jenkins	1932-35
A. C. Lovelace	1935-36
George J. Burnett	1936-39
J. R. Cantrell	1939-43
Philip Lovin Elliott	1943-61
E. Eugene Poston	1961-

LOCATION. Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

CAMPUS. A tract of one hundred thirty-seven acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

ACADEMIC PROGRAM. In addition to the offerings in the arts and sciences which are traditional for a Christian liberal arts college, Gardner-Webb has developed strong four-year programs in business related studies and teacher education and has retained its two-year associate degree programs in Nursing and Business.

The academic calendar features two semesters and two five-week summer terms, with offerings in the evening during the fall and spring semesters.

Gardner-Webb College is a member of the Piedmont University Center of North Carolina, an agency whose purposes are to coordinate the interests of its members in improving higher education in North Carolina and to create an organization which assists its members in enriching and expanding their educational and administrative programs. Benefits of membership include use of an extensive film library and participation in the Center's Visiting Scholars Program.



Implementing the College Purpose

A. The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice.

B. We propose to accomplish our purpose by:

1. Making an effort to recruit students, faculty, and staff, who, when properly informed of our goals and purposes, indicate that they would be at ease in the atmosphere of a Baptist college, and be able to accept the school's code of morals and conduct.

2. Accepting students, who, in the judgment of the Admissions Committee, are capable of doing college-level work, and then attempting to challenge and guide them in discovering and developing their potential—intellectually, spiritually, physically, socially, and vocationally.

3. Offering, within the framework of Christian truths and ethics, a liberal arts education, with sound programs of study in religion, humanities, arts, and sciences, all oriented toward the goal of encouraging students to reach for academic excellence.

4. Organizing college-sponsored social events so as to nourish and strengthen a tendency toward responsible social behavior and toward acceptance of a Christian code of morals and conduct.

5. Requiring six hours of survey courses in religion, and providing religious and devotional exercises, such as Religious Emphasis Week, religious revivals, and required chapel, religious guidance and counseling, and the services of a full-time college minister. No one is forced to become a Christian, nor is anyone penalized by the college for not accepting the claims of Christ. However, it is hoped that in fulfilling the stated purpose, that every person in the Gardner-Webb family who is not a Christian will experience the Christian faith.

6. Offering opportunity for any interested student to join organizations devoted to Bible study, examination of the Christian faith and other great religions, ministerial internships, and voluntary acts of charity in the surrounding community.

7. Emphasizing that a Christian is a free individual, who, while accepting certain truths as eternally unchanging, constantly searches for a better understanding of himself and his relationship to God, his fellow man, and his environment.

8. Teaching and emphasizing that academic freedom and freedom of thought mean freedom with responsibility.

9. Encouraging students, faculty, and staff to give witness, by speech and actions, concerning the wholesome influence of the Christian religion in their lives.
(Items numbers 1 and 3-9, we believe, encourage the development of quality Christian students, as we define "quality" in the context of our Statement of Purpose.)

10. Recognizing those students who excel in academic achievement.

11. Showing awareness of, and Christian concern for, the needs and problems of our community, and providing programs and services (appropriate to an institution of higher learning) that may help to meet some of those needs or offer solutions to some of those problems.

12. Preparing students for roles as active citizens by providing a student government, and by placing students, as voting members, on various college committees.

13. Developing qualities of leadership through orientation and leadership conferences, and through emphasis on character and leadership in campus activities.

14. Bringing to the campus well-known speakers, and outstanding performers in the fine arts.

15. Encouraging membership in such vocationally-oriented groups as the Student Educational Association, the Ministerial Conference, and in the clubs of the various majors.

16. Providing testing services, so that a student may discover his aptitudes, and offering counseling to help him choose a field of study best suited to those aptitudes.

17. Providing a job-placement office to help our graduates locate or obtain suitable employment.

C. The following statements are intended to amplify certain phrases in the Statement of Purpose:

1. In the context of the Statement of Purpose, a "quality student" is one who is knowledgeable, shows a tendency toward independent thinking, and is honest, sincere, and moral.

2. We define a "quality Christian student" as one who believes in, and accepts, Jesus Christ.

Academic and Administrative Buildings

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium equipped with a two manual pipe organ, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use.

This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: Named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr. of Shelby, they are located on the west side of the Bost Physical Education Building. These four courts, constructed of asphalt and fenced in 1960, were provided at a cost of $10,000.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president, and a spacious conference room.

The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air conditioned. Mrs. Gardner continued the work that her late husband loved—the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, it has facilities for biology, chemistry, physics, mathematics, and mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.



The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices and the public relations office.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6000, a track, and a fully equipped field house which serves as a teaching station. It was named in memory of Mr. E. W. Spangler, a Shelby businessman, and his wife, Mrs. Verna Patrick Spangler. The field house was named in honor of Mr. V. F. Hamrick of Shelby, N. C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by David and Winfred Hubert Lindsay of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet

of floor space. Interior decoration was by Mr. Boyce Grindstaff of Grindstaff's in Forest City.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr. and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr. Memorial Chapel: This graceful and inspiring structure completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a Christian college. The interior features a 336-seat auditorium, the college minister's office, and a Baptist Student Union area provided by Mr. and Mrs. T. R. Hendrix, Sr., of High Point, N. C. The lower level provides space for three classrooms and seven faculty offices.

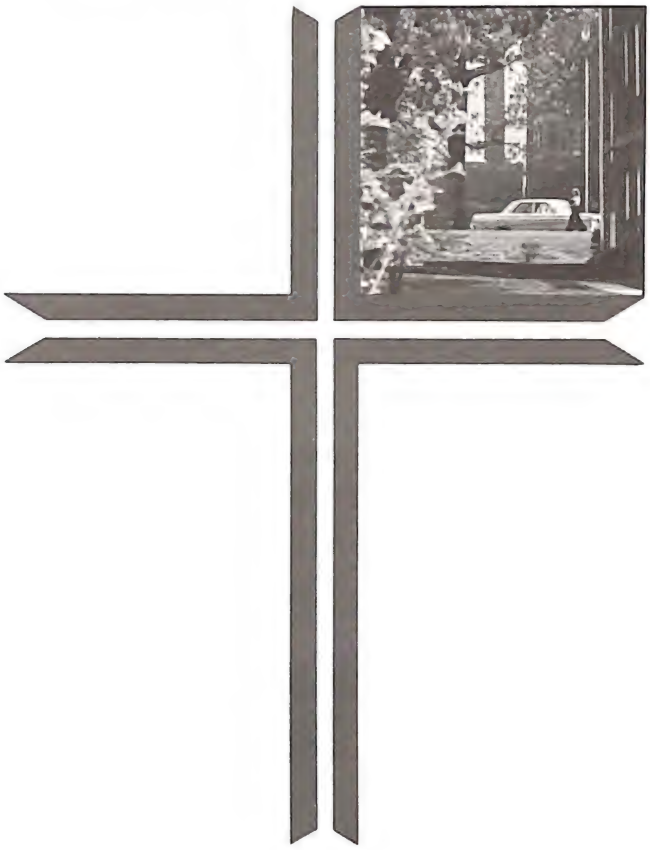
Radio Station WGWG: This 5,000 watt stereo FM educational station was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. The station is located in the President's former home which was erected in 1947, and it began broadcasting in January, 1974. Gifts from the Frans family have also provided an AM facility for student programming on campus.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students.

The collection consists of more than 80,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the two most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the late Dr. R. C. Campbell.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, who served as a trustee of Gardner-Webb College and supported Christian Higher Education in general. Mr. Craig's widow, his son, H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.

ADMISSIONS



General Information

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered by the Admissions Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Gardner-Webb College has a racially and religiously nondiscriminatory admissions policy.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted by April 15 and those for the spring semester should be received by December 1. Summer school applications should be filed before June 1.

Advance deposits are required of students accepted for first-time admission and former students who have not attended Gardner-Webb for one or more semesters. Details are included in the Financial Section.

ADMISSION OF FRESHMEN

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.
5. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College.

English	4 units
Foreign Language	2 units
Social Science	2 units
Algebra	2 units
Geometry	1 unit
Natural Science	1 unit
Electives	4 units

ADVANCED PLACEMENT

Advanced Placement Program: Students achieving a maximum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to regularly enrolled students submitting test scores from the College-Level Examination Program on the following bases:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.



4. Unsatisfactory scores will not become a part of the examinee's academic record.

5. A CLEP test on any subject may be taken only one time.

6. Concerning the General Examinations:

   1) The examinee must submit a score at or above the 25th percentile on each test, the percentile being based on data from the national norming study, as recommended by the American Council on Education.

   2) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:

      a. A maximum of six semester hours credit will be granted for each test.

      b. A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.

   3) Credit thus granted may be applied to the examinee's course of study only as Basic Courses or free electives.

7. Concerning the Subject Examinations:

   1) The examinee must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.

   2) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.

   3) Credit thus granted may be applied to the examinee's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the transcript evaluation officer, and credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Programs: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing I, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Vice President of Academic Affairs and the appropriate academic department.

ADMISSION OF TRANSFER STUDENTS

REQUIREMENTS

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. A formal medical report from a physician. (May be supplied after acceptance.)
4. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
5. An official transcript from each institution attended.
6. A formal personal data sheet from the last institution attended.
7. An application fee of $15.

CONDITIONS FOR ACCEPTANCE

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations stated in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

ADVANCED STANDING

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level is at the discretion of the transcript evaluation officer.

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*Students who have successfully completed one or more quarters or semesters at another institution and have not taken the SAT may be excused from this requirement at the discretion of the Admissions Committee.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

READMISSION OF FORMER STUDENTS

Students who are not in attendance for one or more semesters for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.
2. A formal personal data sheet from the last institution attended.

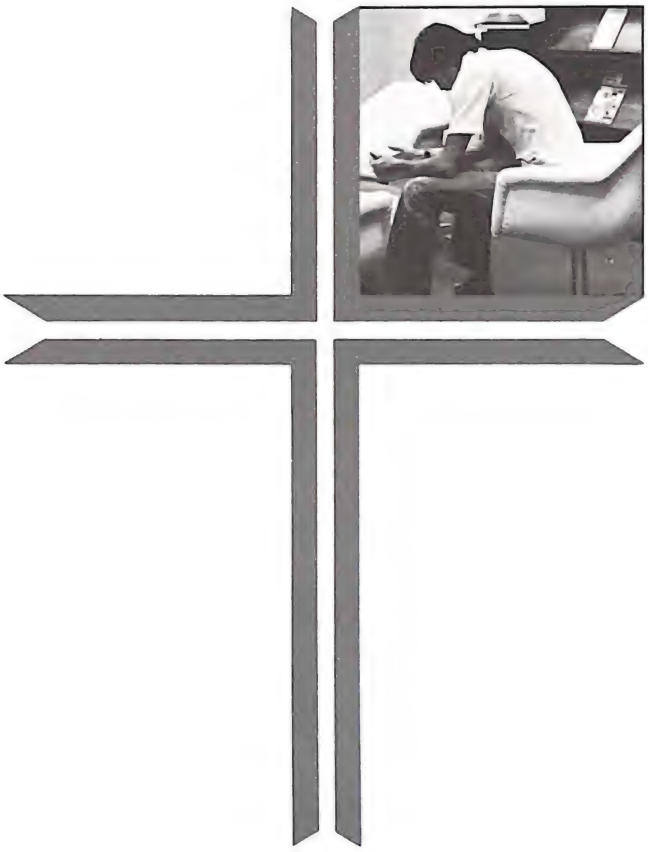
Those regulations concerning the advanced standing of transfer students apply to these students.

ADMISSION OF OTHER STUDENTS

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit
   A. College Graduates
   B. Rising High School Seniors
   C. Evening School Students
2. Non-Credit
   A. Music Students
   B. Auditors
   C. Others

FINANCIAL INFORMATION



EXPENSES

GENERAL STATEMENT: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

PAYMENT OF ACCOUNT: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

CHARGES: Support through the Baptist State Convention of North Carolina, the North Carolina Foundation of Church-Related Colleges, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

	Per Semester
Tuition	$920.00
*Board	See Statement Below
Room Rent:	
Air-Conditioned—Deluxe Dormitory	235.00
Air-Conditioned—Mobile Unit	220.00
Regular Dormitory and Community Housing	185.00

Students who take less than 12 hours will be charged $50.00 per semester hour. For further information contact the Vice President of Academic Affairs.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge.

**BOARD* — *The College offers a choice of two meal plans; a 5 day Mon-Fri. and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $275.00 to $300.00 each semester.*

SPECIAL FEES:

	Per Semester
MUSIC—Piano, Voice, Brass (Private)	
Two lessons per week	$145.00
One lesson per week	85.00
ORGAN (Private)	
Two lessons per week	180.00
One lesson per week	100.00
CLASS INSTRUCTION IN APPLIED MUSIC	35.00
DATA PROCESSING	125.00
ART	40.00

OTHER CHARGES:

Application fee (non-refundable)	$15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00
Make Up Final Exam.	5.00
Vehicle Registration	15.00
Transcripts (first copy is free)	2.00 each

ADVANCE DEPOSITS: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester and December 15 for the spring semester. Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward first semester charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

REFUND POLICY: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester, and the fees collected are used to meet these commitments, most of which continue throughout the year. **Registration in the college is considered a contract binding the students and his parents for charges for the entire semester.**

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to re-enter, a pro-rata refund of tuition, fees, room and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata refund will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

FINANCIAL AID

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. The purpose of the overall program is to encourage students having the promise of notable academic achievement and to encourage other students with demonstrated academic ability who have actual financial need. All scholarships, loans, and grants-in-aid are administered by the Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college. Awards made by the committee are based on the following considerations:

1. Actual financial need when need is a specific requirement of the award.
2. Demonstrated academic ability with a marked interest in the purpose of Gardner-Webb College.
3. Potential as a useful citizen as evidenced by attitude and personal activities.
4. Leadership ability as demonstrated in church, school, and community activities.
5. An interview with the committee when required.

In addition, the particular scholarship, loan, or grant-in-aid for which the student applies may carry certain specific requirements with it.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares most favorably with that at other well recognized institutions. This may be accomplished by advance planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan which may include various combinations of scholarship awards, grants, loans, and other aid sources will be explored. Students desiring to attend Gardner-Webb and having major financial needs should contact the Coordinator of Student Personnel Services early in their high school senior year asking for advice in securing a scholarship award and/or needed financial assistance.

Procedures For Applying For Financial Assistance

1. File an application for admission to the college with the Director of Admissions.
2. File an application for financial assistance with the Financial Aid Office. (Both of these applications may be filed at the same time).
3. File a Parents' Confidential Statement. (Independent students file the Student's Financial Statement.) All aid is based on the need analysis received from College Scholarship Service as a result of the completion of this form. Forms may be obtained from the Financial Aid Office at Gardner-Webb College, from a high school guidance office, or by writing College Scholarship Service, P. O. Box 176, Princeton, New Jersey, 08540.
4. Arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents, special arrangements may be made upon written request showing evidence of hardship connected with travel to the campus.

It is recommended that applications for financial assistance be filed in the early fall. The Financial Aid Committee meets in the fall, mid-winter, early spring, and early summer to consider applications for the following college year. Applications received after April 1 can be considered only in terms of available funds; therefore, early application is strongly advised.

No application for financial assistance will be considered by the committee until the applicant has applied for and has been accepted for admission to the college.

The following additional guidelines govern the Gardner-Webb College revolving loan funds.

1. All transactions such as signing the promissory note are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.

2. The maximum loan for an academic year cannot exceed the student's total cost of education less other financial aid received.
3. Terms of the loan:
   1) Repayment begins six (6) months after termination of education at Gardner-Webb College.
   2) The rate of repayment is $30 per month.
   3) The rate of interest is 7 per cent on the unpaid balance.
   4) The borrower is responsible for any litigation fees incurred because of delinquency.
4. The student must reapply when additional funds are needed since loans are not automatically renewed.
5. The student should borrow from only one loan program throughout his enrollment.
6. Separate applications are required for summer loans.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. *Application for renewal of loans* ***and grants-in-aid by upperclassmen should be made by April 1.***

Announcement of academic scholarships and other awards is generally made between February 1 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to:

COORDINATOR OF STUDENT PERSONNEL SERVICES
Gardner-Webb College
P. O. Box 923
Boiling Springs, North Carolina 28017

Gardner-Webb College Assistance Programs

SCHOLARSHIPS

ACADEMIC SCHOLARSHIPS

Gardner-Webb Honor Scholarships: $4,000 may be awarded over a four year period. The applicant is to be interviewed by the Coordinator of Student Personnel Services, the Director of Admissions, or the Financial Aid Committee. He must exhibit good character and high moral standards and rank in the upper 10 per cent of his high school graduating class. He should have demonstrated special abilities and interest in one or more academic areas, have placement test scores in the highest classification, and a definite career goal. The range of these scholarships is $500 to $1,000 per year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on all credit courses taken.

Gardner-Webb Trustee Scholarships: $2,000 may be awarded over a four year period. The applicant is to be interviewed by the Coordinator of Student Personnel Services, the Director of Admissions, or the Financial Aid Committee. The applicant must exhibit good character and high moral standards and rank in the upper 25 per cent of his high school graduating class. Awards are based on high school record, leadership potential, and evidence of motivation. The range of these scholarships is $300 to $700 per year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: Up to $1,000 over a two year period may be awarded to a resident student or up to $600 over a two year period may be awarded to a commuting student. The applicant is to be interviewed by the Coordinator of Student Personnel Services, the Director of Admissions, or the Financial Aid Committee. The applicant must exhibit good character and high moral standards, rank in the upper 25 per cent of his college graduating class, and have the recommendation of the dean and/or president of the college from which he is graduating. The range of these scholarships is up to $500 per year for a resident student and up to $300 per year for a commuting student.

Gardner-Webb Merit Scholarships: These awards are made for one year only and are based primarily on need and past academic achievement. (1) High school seniors and graduates of good character and high moral standards who have taken the Scholastic Aptitude Test and who are recommended by their high school superintendent, principal, guidance counselor, or home-room teacher may compete. The range of the merit scholarships is $100 to $500 for resident students and $100 to $300 for commuting students. Applicants must take the Gardner-Webb College Competitive Scholarship Examination given in the spring. (2) Upperclassmen exhibiting excellent character and satisfactory accomplishments while attending Gardner-Webb College may apply for a merit scholarship in the spring semester of each academic year. The applicant must have an overall quality point ratio of 2.0 at the time of application and must maintain a 2.0 quality ratio to be eligible for reapplication for merit scholarship assistance.

CHRISTIAN SERVICE SCHOLARSHIPS

Christian Service Foundation Scholarships: The Christian Service Foundation of Gardner-Webb College provides scholarship aid for capable and deserving students preparing for full-time Christian vocational service. The Foundation is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation can qualify for an annual $250 scholarship provided he or she maintains a "C" average on all work attempted. The student can receive $125 of the scholarship the fall semester, if the application is submitted by July 1. The deadline for the application to be completed for the spring semester is December 1.

F.O.C.U.S. Scholarships: The Fellowship Of Christians United in Service gives three $200 scholarships each year. One is awarded to the past president of the organization, and two to members nominated by the organization and approved by the Financial Aid Committee.

Ministers' Dependents Scholarships: An annual $125 scholarship is available second semester to the dependent of an active minister if the applicant submits the application by December 1, and if he or she maintains a "C" average on all work attempted.

Royal Ambassador and Acteen Scholarships:

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of Studiact awards received and/or the financial need of the applicant. Priority will be given to those young women who have participated in the Acteens program for the longest periods of time.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb and are based on the number of service aide awards received and/or the financial need of the applicant. Priority will be given to those young men who have participated in the Royal Ambassador program for the longest periods of time.

ENDOWED SCHOLARSHIPS

Clarence N. Peeler Andrews Memorial Scholarship Fund: Mrs. Hattie Peeler Self of Cherryville, North Carolina and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, have established a trust fund of $10,000 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is to be used to aid worthy young men and women attending Gardner-Webb College.

C. L. Beam Memorial Scholarship: In 1966, Mr. Charles Grier Beam, President of Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mr. and Mrs. Howard S. Berry of Valdese, North Carolina to help worthy and needy students as determined by the Financial Aid Committee of the college. This fund may be increased from time to time, and the interest is used to aid students.

Biblical Languages Endowed Scholarship Fund: This fund was established in 1970 by a group of people interested in promoting the study of Biblical Languages and in helping needy students who are concentrating in these languages. The income from this endowed fund is to be used as scholarship aid for able and deserving students majoring in Biblical Literature and Languages.

George and Ida Wood Blanton Scholarship: In 1955, George Blanton and Ida Wood Blanton of Shelby, North Carolina created a $10,000 trust fund for the purpose of encouraging and promoting the education of capable and deserving boys and girls through the facilities of Gardner-Webb College.

Boiling Springs Baptist Church Scholarship Fund: In 1973 Boiling Springs Baptist Church established a scholarship fund with an initial gift of $2,500 to be used to help needy students in securing a Christian education at Gardner-Webb College.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965, Mr. L. H. Brittain of Shelby, North Carolina gave property valued at $13,500 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund of $1,000 has been established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded. This fund may be increased from year to year.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart. The fund is open and can be added to at any time. The Financial Aid Committee of the college will choose the recipients.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson, was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is increasing through gifts from Mr. Dotson's family and friends and is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr. Memorial Scholarship Fund: In 1962, J. R. Dover, Jr. made an initial gift of $5,000 to establish an endowment fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of the late Mr. Dover.

Joseph W. Geddes Engineering Scholarship: In 1971, the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students. Mr. Geddes was a native of Scotland, a graduate of Edinburgh and Glasgow Universities and the University of London. He worked with the restoration of colonial Williamsburg, Virginia, and was engineer for the restoration of the White House in 1948, the building of the famous Mayflower Hotel, the Italian Embassy, and the National Theatre in Washington, D.C. Mr. Geddes came to Cleveland County with his wife to be the chief engineer in the building of the Pittsburgh Plate Glass Plant and retired here.

Goforth Brothers, Inc. Endowed Scholarship Fund: In 1965, Goforth Brothers, Inc. of Shelby, North Carolina created a $6,000 endowed scholarship in honor of Elizabeth Pannell Goforth and in memory of George E. Goforth. The income from this grant provides a $250 scholarship annually for a qualified student at Gardner-Webb College.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, the Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Rev. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is to be used to assist worthy students from the Cabarrus County area.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina have established an endowment fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students. Work grants are provided from interest received from this fund. This is an open fund that may be increased in the future.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965, Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college in the amount of $12,000 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

M. G. Martin Endowed Scholarship Fund: In 1927, Mrs. Ellen Bostic Martin of Mooresboro, North Carolina gave the school $2,500 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest from this fund is to be used for the education of ministerial students, preferably those related to M. B. or Ellen Bostic Martin.

Randolph Martin Scholarship Fund: This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her late husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Reverend and Mrs. B. E. Morris Endowed Scholarship Fund: This fund was established by the Reverend and Mrs. B. E. Morris of Charlotte, North Carolina to aid ministerial students or foreign mission volunteers at Gardner-Webb College. First consideration will be given to qualified students from the First Baptist Church, Stanley, North Carolina, the Salem Baptist Church, Lincolnton, North Carolina, and the High Shoals Baptist Church, High Shoals, North Carolina. Second consideration will be given to qualified students from the Baptist churches throughout North Carolina. Third consideration will be given to qualified students at large. Even though this scholarship is a grant, the recipients are expected to put an amount back into the fund equal to that which they receive when they enter full time service. Should a recipient fail to follow through in his calling to the ministry, he will repay the grant with prevailing interest from the time he leaves the ministry. Recipients of the fund who depart from the cardinal teachings of the Bible—inspiration of the Bible, the virgin birth of Jesus Christ, the historicity of the miraculous life of Christ, His atoning death and resurrection—will repay the grant with interest.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: This $5,000 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc. Endowed Scholarship: In 1970 an endowed scholarship fund of $12,000 was established by Porter Brothers, Inc. of Shelby, North Carolina. Income from the fund is to be used to assist a needy and worthy student.

Minnie Conner Poston Memorial Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, President of Gardner-Webb College. The scholarship is awarded to needy, well-qualified students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students will be assisted through the income from this endowment.

Race Path Baptist Church Scholarship Fund: An endowed scholarship fund was established in 1970 by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Royster Memorial Scholarship: Established in 1965 by Mr. D. W. Royster, Sr., of Shelby, North Carolina, this $12,000 endowed scholarship is named in memory of his parents, the late Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. Royster's memory, also. Income from this scholarship is used to assist needy and qualified students at Gardner-Webb College.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina because of their interest in Christian higher education. The earnings from this fund are awarded annually to a deserving student.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler, of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

J. P. Stevens and Company, Inc. Scholarship: In 1965, J. P. Stevens and Company, Inc. created a $12,000 endowed scholarship to be used to assist in educating a deserving and needy student at Gardner-Webb College. Income from this fund will be granted with preference given to qualified Cleveland County residents.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and may be increased each year. It is awarded each year to a needy and worthy student.

Union Baptist Church Scholarship Fund: An endowed scholarship fund was established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association. The income from this fund is to be used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Margaret Young Memorial Scholarship Fund: In 1966, J. F. Alexander, Mrs. Martha Alexander Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created a $12,000 endowment scholarship as a memorial to the late Margaret Young.

OTHER ENDOWED SCHOLARSHIPS

Mrs. W. C. Lattimore Endowed Scholarship

Radio Station WEAC, Gaffney, South Carolina

Mr. and Mrs. Everette G. Spurling

Stanley Fixture Manufacturing Co.

ANNUAL SCHOLARSHIPS

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy woman student interested in teaching.

Bethany Baptist Church Scholarship: A $104 scholarship is given annually by the Bethany Baptist Church of the Sandy Run Baptist Association to an able and deserving student majoring in Biblical Literature and Languages.

College Woman's Club Scholarship: This is a $100 scholarship given by the College Woman's Club to a worthy freshman.

Loretta Phillips Cudd Scholarship Fund: This fund was established to help worthy and needy students at Gardner-Webb College. Mrs. Cudd was a student at Gardner-Webb during 1946-49. The recipient will be chosen by the Financial Aid Committee of the college.

F.O.C.U.S. Scholarship: The Fellowship of Christians United in Service gives a scholarship each year to an outstanding member of the organization.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S. C. Harrill of Lattimore, North Carolina will present a $250 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church and association, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives two $500 scholarships annually for ministerial students. These scholarships are awarded to needy, worthy students who plan to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Dr. and Mrs. J. Thurman Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meridian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: A $180 scholarship is given annually by Mr. and Mrs. Melvin R. Lutz, Jr. to an able and deserving student majoring in Biblical Literature and Languages.

Mr. and Mrs. William McConaghy Scholarship: A $200 scholarship is given annually to assist a deserving incoming freshman.

Women of the Moose Scholarship: The Women's Auxiliary of the Moose Lodge, Shelby, North Carolina, established an annual scholarship in the amount of $600 to be given to a needy nursing student.

Pleasant Grove Baptist Church Scholarship: A $600 scholarship is given annually by the Pleasant Grove Baptist Church of the Kings Mountain Baptist Association to an able and deserving student majoring in Biblical Literature and Languages.

Riverbend Golfers' Association Scholarship Fund: A $300 golf scholarship is given to a Gardner-Webb College student by the Riverbend Golfers' Association of Shelby, North Carolina. Stan Sherman, club professional, specified that the scholarship be given to a student golfer who wants to play and who needs financial assistance. The annual Bulldog Open Golf Tournament held in April supplements the fund.

Sixteenth Street Baptist Church Scholarship Fund: Established by the Sixteenth Street Baptist Church of Greensboro, North Carolina, this fund helps needy, worthy students.

Ethel Blanton Spangler Scholarship: This scholarship is given by Mr. J. Edwin Spangler of Shelby, North Carolina in memory of his mother to a deserving student who makes average or better grades, is of good character, and who deserves recognition.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, by his daughters, Mrs. Frederick J. Swift, Mrs. Russell Lumer, Mrs. A. H. Baynes, and Mrs. H. E. Eisenberger, to an able and deserving ministerial student.

Byron and Eula Wilson Annual Scholarship: Each year a $200 scholarship is awarded to a student with definite financial need. The award is given by Dr. and Mrs. Walter Fritz in honor of Mrs. Fritz's grandparents.

Wilbur Wilson Memorial Scholarship: This scholarship is awarded to a freshman student who plans to return to Gardner-Webb College. The award is decided on the basis of academic attainment and Christian commitment, and is presented at the closing exercises in the spring. It is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church

and denomination faithfully. He served as a deacon and Sunday School Superintendent at Dover and First Baptist Churches in Shelby, North Carolina, and at the Central Baptist Church in Miami, Florida. The award is presented by his wife, Mrs. Eula M. Wilson.

LOAN FUNDS

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970 by the Department of Business Administration for majors within the Department who are having difficulty financing their education. The amount of the loan should not exceed the cost of tuition and is available to juniors or seniors who have established their Major.

C. B. Baker Scholarship and Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb. This amounted to $7,500 and is to be used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100 allotments by worthy young men and women, with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Minerva C. Bland Endowed Memorial Scholarship-Loan Fund: This fund was established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina. This is an open fund that may be increased at any time. First consideration will be given to students at Gardner-Webb from the Second Baptist Church of Shelby, North Carolina, who are preparing for full-time church-related Christian service. Second consideration will be given to students from the same church who are dedicated Christians and need financial aid. Recipients are encouraged to contribute to the fund after they have repaid the loan for the purpose of helping future students.

Boiling Springs Baptist Church Loan Fund: In 1973 the Boiling Springs Baptist Church established a student loan fund with an initial gift of $2,500 to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount plus interest after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: In 1949, J. Herbert Bridges of Charlotte gave an initial $1,000 toward the establishment of a loan fund for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students – Christian students of good character who do not use alcohol or tobacco.

Buena B. Carpenter Floral Loan Fund: This fund originated at Mrs. Carpenter's funeral at her request and amounted to $165. Her wish was that the money be loaned to those who are preparing for any phase of full-time Christian service. Anyone desiring to memorialize Mrs. Carpenter is encouraged to do so at any time.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee, with no interest to be charged. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina bequeathed stock worth approximately $8,000 to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr. of Shelby, North Carolina to assist needy students in acquiring a Christian education.

The Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Scholarship-Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. Anyone desiring to memorialize our deceased, beloved president is encouraged to help swell this fund.

F.O.C.U.S. Loan Fund: The Fellowship Of Christians United in Service established a loan fund at the beginning of the spring semester of 1973. The initial sum of $1,200 was increased by $1,600 in April, 1973. Additions will be made periodically through gifts received from churches as offerings taken during F.O.C.U.S. Weekends.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund on January 10, 1972 in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick, to assist needy, worthy Christian students who would exemplify her beliefs. It is an open fund and contributions may be made at any time.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts of $300 each to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Scholarship-Loan Fund: A $600 student scholarship-loan fund has been established by Mr. and Mrs. T. R. Hendrix, Jr., of High Point, North Carolina. Mr. Hendrix is head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950, Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina gave $2,500 to establish a student loan as a memorial to their son, Marion Hinson.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones and other friends to assist worthy students in obtaining a Christian education.

Ada Harris Knowles Loan Fund: This fund was established by Mr. Tom Knowles of Belmont, North Carolina in 1968 in memory of his mother.

John Maclaren Lawrence Memorial Loan Fund: In 1954, Mr. and Mrs. Tom Lawrence of Cliffside, North Carolina established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: In 1956, Gardner-Webb students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Endowed Loan Fund: An initial gift of $20,000 by Rev. and Mrs. H. M. Stroup of Spruce Pine, North Carolina established this fund whose income is to be used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Rush Stroup Loan Fund: In 1947, Mrs. Rush Stroup created in memory of her husband a loan fund of $5,000. This fund is used for deserving young people, preferably Cleveland County students and ministerial students.



Lee B. Weathers Endowment Loan Fund: Friends of Lee B. Weathers, long time publisher and editor of the Shelby Daily Star and former trustee of Gardner-Webb College, established this loan fund following his death in 1958. In 1972 the late Mrs. Breta N. Weathers added $5,000 to this fund through her will in memory of her husband. Income from the fund is to be used as aid for deserving students with preference given to anyone going into journalism or with an interest in public relations or college publications.

Tom Withrow Foundation Loan Fund: In 1953, A. T. Withrow of Charlotte established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

OTHER LOAN FUNDS

Allen Loan Fund

Charles Andrews Foreign Language Loan Fund

Committee of One Hundred Loan Fund

J. Toliver Davis Loan Fund

First Baptist Church, Maiden, North Carolina

First Baptist Church, Shelby, North Carolina

Gardner-Webb College Loan Fund

Gastonia Altrusa Loan Fund

Gold Loan Fund

Graham County Loan Fund

Dr. C. H. Harrill Loan Fund

Governor Hawkins Loan Fund

L. & R. Oil Company Loan Fund

Logan Loan Fund

North Carolina Baptist Foundation Loan Fund

Roberts Loan Fund

Schenck Loan Fund

Florence Scism Loan Fund

Shelby Box Company Loan Fund

Shelby Lions Club Loan Fund

Shelby Rotary Club Loan Fund

Mr. and Mrs. T. M. Stanback Loan Fund

Suttle Loan Fund

Mr. and Mrs. J. O. Terrell Loan Fund

Union Trust Company Loan Fund

S. A. Washburn Memorial Loan Fund

Mrs. Fields Young, Sr., Loan Fund

COLLEGE WORK PROGRAM

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students employed on campus during an academic year are expected to work no more than 15 hours per week, and a student who works a full 15-hour week can anticipate total earnings of approximately $600 during an academic year. Students interested in securing campus employment should submit the Student Employment Application to the Financial Aid Office. First consideration for work assignments will be given to students who are in need of such earnings to meet college expenses and who submit employment applications by April 15, prior to the academic year in which work is desired. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.



Federal Assistance Programs

Basic Educational Opportunity Grant (BEOG): Direct grants for educational expenses are provided to the undergraduate student through this program. Because it is a grant program, the student does not repay the amounts received. Funds were available to full-time students entering college for the first time after April 1, 1973.

Supplemental Educational Opportunity Grant (SEOG): Students who entered college before April 1, 1973 may receive funds through this program. It is designed for students coming from families with exceptional financial need who would be unable to attend college without the grants. Awards range from $200 to $1,000 per year, and are not to be repaid.

College Work-Study Employment: The college participates in the federally supported College Work-Study Program and the PACE Program through which students from low-income families are given preference for job assignments. Job opportunities in the Work-Study Program are available on the campus on a part-time basis during the academic year and during the summer. The PACE Program provides full-time summer jobs for qualified students in approved agencies in their hometowns. Students interested in applying for College Work-Study employment must submit both the Application for Financial Aid and the Parents' Confidential Statement. Students interested in applying for summer work in their hometown through the PACE Program must submit both the Parents' Confidential Statement and the PACE Application Form, which is available by request to the Financial Aid Office or from high school counselors and principals. Applications for summer PACE jobs and for Work-Study jobs during the academic year should be submitted to the Financial Aid Office by April 15.

National Direct Student Loan Fund: These funds are awarded under regulations authorized by Title II of the National Defense Education Act of 1958 and as amended by Higher Education Act of 1972. Repayment of this loan is begun nine months after the recipient terminates his educational program. Interest is charged at the rate of three per cent on the unpaid balance. There are provisions for cancellation benefits for those who go into special service teaching professions.

Nursing Loan Fund: The college provides the Nursing Student Loan to help needy undergraduate students meet expenses in the Nursing Program. Repayment of this loan is begun nine months after the recipient terminates his educational program. Interest is charged at the rate of three per cent on the unpaid balance. There are provisions for up to fifty per cent cancellation for those who work in a public hospital after graduation. Some selected hospitals have been designated for fifteen per cent cancellation per year for nursing services performed.

Nursing Scholarship Program: The college participates in the federally supported Nursing Scholarship Program, in which gift assistance is made available to a limited number of undergraduate students who have exceptional need. The scholarships range in value from $200 to $1,000 per year depending upon the recipient's financial circumstances.

Social Security Benefits: Dependent children who are eligible to receive Social Security benefits because of the death, disability, or retirement of a parent are entitled to continued benefits through age 21 if they continue their schooling. Details of this program are available at any Social Security Office.

Veteran's Benefits:

GI Bill Educational Training: Educational benefits are available for veterans who served and servicemen currently serving on active duty more than 180 days, any part of which occurred after January 31, 1955. Details of the program and application forms are available at all Veterans' Administration Offices.

Vocational Rehabilitation: Disabled veterans may qualify for educational benefits to overcome handicaps resulting from a service-connected disability. Questions may be directed to any Veterans' Administration Office.

Orphans, Wives, and Widow Education: Children, wives, and widows of veterans whose deaths or permanent total disabilities were service-connected, and wives and children of servicemen who are missing in action or prisoners of war are eligible for educational benefits in schools and colleges. Information and application forms are available at any Veterans' Administration Office.

State Assistance Programs

Guaranteed Student Loan Programs: Residents of North Carolina enrolled fulltime may borrow up to $1,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina Banking and Life Insurance Industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Applications are to be submitted to the Financial Aid Office.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the state to assist them in their education. The award is $600 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.



Vocational Rehabilitation: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina, 27600.

Private Assistance Program

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student to continue his education. Additional information is available from the Assistant Business Manager.

ACADEMIC INFORMATION



GENERAL REGULATIONS AND INFORMATION

Registration

Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures.

A student will not receive credit for any course for which he has not registered.

Late Registration: With special permission a student may be registered during the one week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Vice President of Academic Affairs within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course through the two weeks following the end of the mid-term grade report period each semester. Thereafter, a **WP** (withdrew passing) or **WF** (withdrew failing) is recorded. No hours attempted are recorded for the **W** or **WP** grades.

Should a student stop attending a course without following the procedure indicated above, the withdrawal is unofficial and a grade of **UF** would be recorded. Hours attempted which cannot be removed by repeating the course would also be recorded.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory or basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance. Following the course descriptions, the first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.

Academic Counseling: Each student is required to consult with his faculty adviser prior to each registration period to plan his course of study. The student must present a counseling card signed by his adviser to be admitted to the registration process.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A semester hour of credit is granted for one hour's attendance in class each week through a full semester.

A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours. Permission to exceed 18 semester hours must be obtained from the Vice President of Academic Affairs.

The normal load for summer school is 6 semester hours or a 4 hour laboratory course, and no boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 hour laboratory course. Permission to carry 7 semester hours must be obtained from the Vice President of Academic Affairs.

Auditing Courses: Any full time student may audit a class without charge, provided he has the permission of the instructor of the course. All others must obtain permission from both the instructor and the Vice President of Academic Affairs. A fee is required of all other students as indicated in the financial section.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Independent Study: The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by major departments.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than 6 semester hours credit in independent study may be applied toward graduation requirements.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted.

A Gardner-Webb student cannot improve his academic standing, as defined by the College Retention Standards, by attending another institution.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit and who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit and who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit and who have earned 90 or more semester hours of credit.
5. Special Students.
    1. Credit students — College graduates and rising high school seniors.
    2. Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Student Representation

Students who are on probation, either academic or disciplinary, are not eligible to represent the college until the probation is removed.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

Honors and Awards

SEMESTER HONORS

Two lists of honor students are posted each semester.

1. Dean's List: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.8 or more with no grade below **C**.
2. Honor Roll: Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.8 with no grade below **C**.

ANNUAL AWARDS

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to the male graduate making the best record in scholarship and general interest in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to the female graduate making the best record in scholarship and general interest in college activities.

The winners of these awards are selected by the faculty.

Mrs. Suttle, widow of the late Rev. John W. Suttle, offers a medal to the student making the best record in Bible courses and having the best grasp of Bible teachings. The recipient is determined by the Department of Religious Studies and Philosophy.

Each year the music faculty chooses the outstanding music student in the college to receive the Schweppe Music Award. This award is given by the Shelby Rotary Club in memory of the late David Schweppe, son of Mr. and Mrs. J. V. Schweppe of Shelby.

GRADUATION HONORS

All students are eligible for graduation honors. A student with transfer credit is considered if his work at Gardner-Webb merits honor, but his overall Quality Point Ratio is used to determine the level of honor.



Baccalaureate degree candidates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude.*

Associate degree students whose Quality Point Ratio is 3.2 or more are designated as Honor Students.

Withdrawal, Suspension, and Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Business Office, *otherwise he is not entitled* to honorable dismissal. Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of the **UF** grade on all work taken that term.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Summer School and Evening School

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

High school seniors and rising seniors may take courses in both the summer and evening schools. Credit will be granted for courses successfully completed provided the student graduates from high school and subsequently enrolls at Gardner-Webb College.

For further information concerning summer school or evening school, contact the Vice President of Academic Affairs.

ATTENDANCE REGULATIONS

Class Attendance

GENERAL REGULATIONS

1. Since each class meeting is important, and the student is responsible for all of the work – including tests and assignments – of all class meetings, he is expected to attend all class meetings unless providentially hindered or representing the college.
2. The instructor is responsible for recording all absences, for excusing absences, and enforcing these attendance regulations.
3. Serious personal illness or accident and a death in the immediate family are valid excuses; normal contingencies, such as medical appointments, special occasions, and minor emergencies are not valid excuses. (Medical excuses should be signed by a physician or nurse.)
4. No absence without excuse is allowed at the time of an announced test or examination.
5. No absence without excuse is allowed in any laboratory work, and all laboratory work must be made up to the satisfaction of the instructor.
6. Three unexcused tardies count as an unexcused absence. (The student is responsible for clearing tardies with the instructor at the end of the class in which he was tardy.)
7. Being late more than fifteen minutes counts as an absence.
8. Failure to wait ten minutes from the beginning of the period for the arrival of the instructor counts as an absence.
9. For each unexcused absence in excess of that which is allowed below, the instructor may deduct three points from the student's semester grade in that course.
10. After the fourth unexcused absence in any course, the Registrar will be notified, and the student will be called in for counseling.
11. Credit will not be granted for any class in which absences exceed 25 percent. Maximum allowable absences from lecture periods for any reason(s) follow.

Class Meetings Per Week	Maximum Allowable Absences
1	3
2	7
3	11
4	15
5	18

SPECIFIC REGULATIONS

1. For Certain Students: The following students are allowed no unexcused absences:

   (a) All freshmen in their first semester of study at Gardner-Webb College.

   (b) All students on academic probation, and

   (c) Students with less than 1.5 Quality Point Ratio.

2. For Juniors and Seniors Having a QPR of 2.0 or Above: To take care of normal contingencies – such as medical appointments, special occasions, and minor emergencies – a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only four absences are allowed per semester.

   Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

3. For All Other Students: To take care of normal contingencies – such as medical appointments, special occasions, and minor emergencies – a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester for each hour of credit in each class.

   Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

Chapel Attendance

Each student is required to attend Chapel each semester he is enrolled at Gardner-Webb College. Any exception to this rule must be approved by the Vice President of Academic Affairs. The student is allowed three absences per semester for which he is not accountable. Excuses for Chapel absences must be submitted to the office of the Vice President of Academic Affairs for approval. Excessive absences will cause the student to be subject to the loss of all academic credit for the current semester.

GRADING SYSTEM

Scale of Grades

	Hrs. Attempted per Credit Hour	Quality Points per Credit Hour
A — Excellent (95-100)	1	4
B — Above average (88-94)	1	3
C — Average (78-87)	1	2
D — Below average, passing (70-77)	1	1
F — Failure (below 70)	1	0
P — Passing	0	0
I — Incomplete	1	0
W — Withdrew without penalty	0	0
WP — Withdrew passing	0	0
WF — Withdrew failing	1	0
UF — Withdrew unofficially	1	0
FA — Failure due to excessive absences	1	0

The **I** grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with his instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. An **I** automatically becomes an **F** unless course requirements are completed within the next semester and counts as an **F** in the student's QPR until it is completed.

The **W** is recorded for each course officially dropped through two weeks following the end of the mid-term grade report period in each given semester. After this, a **WP** or **WF** will be recorded for each course officially dropped. Students who officially withdraw from school and those who are suspended receive a grade of **WP** or **WF** depending on their progress in each course at the time of withdrawal or suspension.

A **UF** is recorded for all courses should a student drop out of school without following official withdrawal procedures. It is also recorded for individual courses which the student drops unofficially by non-attendance. Hours attempted with a grade of **UF** cannot be removed.

The **FA** grade is used to signify that the student's level of performance was passing, but credit could not be allowed because of excessive absences.

Quality Point Ratio

The student's general academic performance is indicated by his Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point

Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D, F, I, WF**, or **FA** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Vice President of Academic Affairs. If the student is excused, his grade will be recorded as Incomplete.

If a student is absent from a test which has been previously scheduled, he is given a grade of zero on that test and is not allowed a second test unless recommended by the teacher. A charge of $2.00 for a test and $5.00 for a final examination will be made unless the absence was for emergency reasons.

Reports of the student's progress are made at the end of each nine weeks. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record.

RETENTION REQUIREMENTS

Retaining Membership In the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually his desire and intention to retain his membership in the student body. This is done through a special form of application and involves on the part of the college a re-evaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a re-application fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the college is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. If a student's academic record is very poor, he may be asked to withdraw from the college.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

I. For Good Standing

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.2 QPR.
2. 30-59 hours—1.6 QPR.
3. 60 hours and above—2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours—1.0 QPR.
2. 30-59 hours—1.4 QPR.
3. 60-89 hours—1.7 QPR.
4. 90 hours and above—1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours, approved by the Vice President of Academic Affairs.
3. The student may not represent the college.
4. The student is allowed no unexcused class absences.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.
2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:
   1) The student for whom academic suspension is waived because of a 2.0 QPR or above on his previous semester's work.
   2) The student allowed to return without a lapse of one regular semester.
   3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition—The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.
2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.
3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on his previous semester's work.

GRADUATION REQUIREMENTS

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for attendance at Chapel may be applied toward the degree. Other than this, the regulations regarding Chapel are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum quality point ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the degree of his choice. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this institution.

A student must have a minimum grade of **C** on each course counted toward his Major.

A minimum quality point ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of his program and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the degree for which he is registered. Each student must fulfill all the Basic Course Requirements as approved by the Vice President of Academic Affairs or the Registrar and all the requirements for his Major, Supportive Studies, and Complementary Electives as approved by his departmental chairman. A transfer student is expected to complete at least one-half of his Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for his degree at the beginning of the term in which he expects to graduate.

All candidates for graduation are expected to be present at both the Baccalaureate and Commencement services. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

DIVISIONS OF INSTRUCTION

Baccalaureate Program

DIVISION OF BUSINESS AND ECONOMICS (see p. 70)
- Department of Business Administration
- Department of Data Processing

DIVISION OF EDUCATION (see p. 83)
- Department of Education
- Department of Health Education and Physical Education

DIVISION OF HUMANITIES (see p. 94)
- Department of English Language and Literature
- Department of Fine Arts
- Department of Foreign Languages and Literature
- Department of Religious Studies and Philosophy

DIVISION OF MATHEMATICS AND NATURAL SCIENCES (see p. 121)
- Department of Biology, Chemistry, and Geology
- Department of Mathematics and Physics

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES (see p. 133)
- Department of Associated Social Sciences
- Department of History
- Department of Psychology

Associate Degree Program

DEPARTMENT OF BUSINESS ADMINISTRATION (see p. 74)

DEPARTMENT OF NURSING (see p. 142)

Special Degree Program (see p. 145)

BACCALAUREATE PROGRAM DEGREES AND REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to students majoring in Biblical Literature and Languages, English, French, History, Music, Religion, Religious Education, Social Science, and Spanish. A major in Biology, Business Administration, Data Processing, Early Childhood Education, General Science, Health Education and Physical Education, Intermediate Education, Mathmatics, or psychology leads to the Bachelor of Science degree. A B.S. degree in Medical Technology is awarded in conjunction with the Bowman Gray School of Medicine.

GENERAL REQUIREMENTS FOR THE BACCALAUREATE DEGREE

I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI. Chapel	0-4
Total	128

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.



BASIC COURSE REQUIREMENTS	Semester Hours Required Group A	Group B	Group C
ENGLISH 101 and 102	6	6	6
HISTORY 101 and 102	6	6	6
RELIGION 101 and 102	6	6	6
SOCIAL SCIENCE Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.	6	6	6
FINE ARTS Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 225, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.	3	3	3
PHYSICAL EDUCATION Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
FOREIGN LANGUAGE Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Greek 101, 102, and Hebrew 301, 302; Hebrew 301, 302, 401, 402; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.	0-12	0	0
NATURAL SCIENCE Select from the following: Biology 101 and 102; Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only). For secondary, special, and occupational teacher certification in any subject, Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	8	16 (2 sciences) *	8
MATHEMATICS Group C excludes Mathematics 103 and must include 3 hours above Mathematics 210.	3	3	9
TOTAL	40-52	48	46

*Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.



Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before the student begins his junior year. Each student is required to register his intention with the chairman of the department in which he wishes to major. The departmental chairman, upon granting permission to the student to pursue his chosen course of study, will communicate this information to the office of the Vice President of Academic Affairs.

When a student is accepted as a major, his academic counseling becomes the responsibility of the departmental chairman. He may delegate this responsibility to any member of his faculty for that period of time which best serves the interest of the student.

A student may be permitted to major in two departments provided he obtains the joint permission of the departmental chairmen and the Vice President of Academic Affairs. A primary Major must be declared.

The student may not change his Major without the joint approval of the Vice President of Academic Affairs and the departmental chairmen concerned.

Freshmen and Sophomores who are uncertain about the field of study they wish to major in may follow the program listed below during their first two years:

FRESHMAN

FIRST SEMESTER	*Semester Hours*	SECOND SEMESTER	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Chapel		Chapel	
	16		16

SOPHOMORE

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Chapel		Chapel	
	16		16

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, are advised to follow the two year program listed below.

FIRST YEAR	*Semester Hours*	SECOND YEAR	*Semester Hours*
English 101, 102	6	Biology 101, 102 or Chemistry 101, 104	8
History 101, 102	6	Select one:	6-8
Foreign Language	6	Biology 203, 204	
Biology 101, 102 or Chemistry 101, 104	8	Chemistry 201, 202	
Mathematics 111, 112	6	Physics 201, 202	
Chapel	1	Mathematics 221, 222	
		Social Science Electives	6
		Foreign Language	6
		Physical Education	2
		Electives	3-6
		Chapel	1
Total	33	Total	34-35

Chiropractic colleges will accept two years of college credit provided it conforms to the following distribution:

English	6 hours	Humanities	6- 9 hours
Science	20-40 hours	Literature	
Biology		Philosophy	
Chemistry		Religion	
Physics		Art	
Mathematics		Music	
Social Studies	10-20 hours		
History			
Economics			
Political Science			
Sociology			
Psychology			

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with his faculty adviser which are closely related to, but not identical with, his Major. The purpose of these courses is to give a broad base of support to the student's Major or to his professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to his total academic experience.

The student is at liberty to select his Free Electives from any field of study.

Chapel

One semester hour of credit is given for two semesters' attendance at Chapel, and a maximum of four semester hours credit for Chapel may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Chapel must complete the required 128 hours by taking additional hours credit.

THE DIVISION OF BUSINESS AND ECONOMICS

The Division of Business and Economics has as its objective the education of a student through a blend of cultural knowledge, economic literacy, and basic business principles with emphasis on ethical and spiritual values as an important element in a successful career in business. The Division provides an opportunity for students to develop a program for the B.S. degree which will meet their individual objectives.

Department of Business Administration

The Department of Business Administration accepts candidates for the Bachelor of Science degree with concentrations in accounting, economics, management, office administration and procedures, transportation, and business education.

The major purposes of the Department are: (1) career preparation for business and office occupations, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to contribute to the attainment of economic efficiency.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
The Mathematics requirement must be met by taking Mathematics 103 or 3 hours of algebra. Economics 203 and 204, which are required, will satisfy the Social Science requirement.	
MAJOR	30
Business Administration 213, 214, 316, 325, 411, 412, and Economics 307 are required except as noted below. The remaining hours may be selected from the following areas: Business Administration and Economics.	
SUPPORTIVE STUDIES	15
Business Education 307* is required. The remaining hours may be selected from one of the following areas: Business Administration, Business Education, Data Processing, or Economics.	
COMPLEMENTARY ELECTIVES	15
Any elected area (s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

**May be omitted by those students who show tested proficiency.*

CONCENTRATIONS

The courses listed below may be elected in the Major, Supportive Studies, and Free Electives to lead to the designated concentrations.

Accounting
Business Administration 313, 314, 315, 425, 435, and 450.

Economics
Business Administration 312, Economics 301, 311, 315, 318, 411, 440, and 450. Business Administration 316 and 412 may be omitted in the Major.

Finance
Business Administration 312, 330, 452, 460, Economics 301, 318, and 440.

Management
Business Administration 312, 400, 460, Economics 301, 311, and 318.

Office Administration and Procedures
Business Education 305, 306, 308, 403, 404, 405, 406, 407, and 408. Business Administration 316, 412, and Economics 307 may be omitted in the Major.

Transportation
Business Administration 305, 312, 330, 460, Economics 303, 304, and 311.

During the freshman and sophomore years the student should complete Business Administration 213, 214, Economics 203, 204, Mathematics 103 or 3 hours of algebra, and Business Education 307.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Business Administration 213, 214, 312, 316, 325, 400, 411, Economics 307, 318, and Data Processing 331 are required.	

SUPPORTIVE STUDIES	15

The concentration in Business Education requires Business Education 404, 405, 406, 407, and 408.

The concentration in Basic Business requires Business Administration 313, 401, 412, Economics 301, and Business Education 307. (Note: Six (6) semester hours of typewriting are required to be certified to teach typewriting in North Carolina.)

COMPLEMENTARY REQUIREMENTS	35-36

The concentration in Business Education requires Business Education 403.

For teacher certification: Business Education 430, Education 412, 422, 450, Health 221, Psychology 201, 302, 303, 6 hours of literature (see p. 84), and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.

FREE ELECTIVES	8-0
CHAPEL	0-4
Total	128-137



In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the three programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program which will fit him for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

DEGREE REQUIREMENTS

The Associate in Arts Degree
General Business

First Year

BA 213 Accounting Principles	3	BA 214 Accounting Principles	3
BA 101 Business Principles	3	ENG 102 Composition	3
*BE 307 Typewriting	3	BA 325 Business Communications	3
ENG 101 Composition	3	Physical Education (see p. 89)	1
Physical Education (see p. 89)	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 316 Principles of Management	3	ECO 204 Principles of Economics	3
BA 411 Business Law	3	PSY 201 General Psychology	3
BA 312 Business Finance	3	Religion 102	3
ECO 203 Principles of Economics	3	Electives	7
Religion 101	3		
Electives	1		
Total	16	Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

Secretarial Science

First Year

BA 101 Business Principles	3	BE 308 Typewriting	3
*BE 307 Typewriting	3	BE 306 Shorthand	3
*BE 305 Shorthand	3	ENG 102 Composition	3
ENG 101 Composition	3	Religion 102	3
Religion 101	3	Physical Education (see p. 89)	1
Physical Education (see p. 89)	1	Electives	3
Total	16	Total	16

**Business Education 305 and 307 may be omitted by those students who show tested proficiency.*



Second Year

BA 213	Accounting Principles	3	BA 325	Business Communications	3
BA 411	Business Law	3	BE 404	Secretarial Practice	3
BE 407	Typewriting	3	BE 408	Typewriting	3
BE 405	Shorthand	3	BE 406	Shorthand	3
BE 403	Office Machines	4		Electives	4
	Total	16		Total	16

Church Secretarial Science

First Year

*BE 305	Shorthand	3	BA 101	Business Principles	3
*BE 307	Typewriting	3	BE 306	Shorthand	3
ENG 101	Composition	3	BE 308	Typewriting	3
Religion 101		3	ENG 102	Composition	3
Fine Arts (see p. 67)		3	Religion 102		3
Physical Education (see p. 89)		1	Physical Education (see p. 89)		1
	Total	16		Total	16

Second Year

BA 213	Accounting Principles	3	BE 406	Shorthand	3
BE 403	Office Machines	4	BE 408	Typewriting	3
BE 405	Shorthand	3	BE 404	Secretarial Practice	3
BE 407	Typewriting	3	BA 325	Business Communications	3
RE 371	Rel. Ed. Organizations	3	RE 373	Church Administration	3
				Electives	1
	Total	16		Total	16

**Business Education 305 and 307 may be omitted by those students who show tested proficiency.*

DESCRIPTION OF COURSES

BUSINESS ADMINISTRATION

101. Business Principles. An introductory course in the organization, functions, operations, controls, and problems of business enterprises. 3-0-3.*

213, 214. Accounting Principles. Present day methods of establishing and interpreting business records and reports. 3-0-3, 3-0-3.

305. Traffic Management. Use of transport services. Prerequisite: Economics 303. 3-0-3.

312. Corporation Finance. Principles governing financial operations and financial management of business enterprises. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Analysis of problems and accounting principles of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to cost accounting and standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. Theory and practice of business organization and operations. 3-0-3.

319. Computer Augmented Accounting. (See Data Processing 319). 3-0-3.

320. Advanced Computer Augmented Accounting. (See Data Processing 320). 3-0-3.

325. Business Communications. Language skills for written and spoken communication in business. 3-0-3.

330. General Insurance. Fundamental principles of risk and risk bearing and the insurance mechanism as a method for reducing risk and sharing losses. 3-0-3.

400. Personnel Management. Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Business Administration 316. 3-0-3.

401. Administrative Office Management. Presents the principles of office management, including its functions, office automation, planning, controlling, organizing, and actuating office problems. Prerequisite: Business Administration 316. 3-0-3.

403. Industrial Psychology. (See Psychology 403.) 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

411. Business Law. Legal principles in contracts, agency and negotiable instruments. 3-0-3.

412. Business Law. Legal principles in bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

415. Advanced Cost Accounting. Covers accumulation of cost data and subsequent flow information. Also, budgeting, gross profit analysis, linear programming, and cost-volume-profit-analysis are covered. 3-0-3.

416. Industrial Management. Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

420. Internship in Business. Prerequisite: Junior standing and Departmental approval. 0-3 months-15.

425. Federal Income Tax. Analysis of personal income tax laws. Prerequisite: Business Administration 214. 3-0-3.

426. Federal Income Tax (Advanced). A continuation of Business Administration 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

432. Labor Law. Legislation and court decisions pertaining to labor relations. 3-0-3.

435. Advanced Accounting. Accounting for partnerships, consignments, installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 313. 3-0-3.

450. Auditing. Principles, techniques, and procedures, and legal responsibility of auditors. Prerequisite: Business Administration 314. 3-0-3.

452. Investments. Analysis of investment securities and objectives. Prerequisite: Business Administration 214. 3-0-3.

460. Government and Business. Governmental role in business regulation. 3-0-3.

470. CPA Practice Review. Designed to study the areas of accounting that usually appear on the Practice Section of the examination for becoming a Certified Public Accountant. 3-0-3.

490. Seminar in Business. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

BUSINESS EDUCATION

305. Shorthand. Basic principles of Gregg Shorthand. 3-2-3.

306. Shorthand. Reviews basic principles with emphasis on new-matter dictation and transcription. 3-2-3.

307. Typewriting. Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting. Speed and accuracy on straight copy and production work is emphasized. 3-1-3.

403. Office Machines. Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Prerequisite: Business Education 307, 308 or the equivalent. 3-3-4.

404. Secretarial Practice. Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe it in acceptable form. Prerequisite: Business Education 306. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

430. Methods of Teaching Business. A study of the methods, techniques, and practices as applied to the teaching of business subjects in the secondary school. 3-0-3.

ECONOMICS

200. Free Enterprise Economics. Analysis of individual units and overall aspects of the Free Enterprise System. For *non-business* majors only. 3-0-3.

203. Principles of Economics. Theory of national income. 3-0-3.

204. Principles of Economics. Theories of market and market adjustments. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic theories and analyses of money value and control. Prerequisites: Business Administration 214 and Economics 204. 3-0-3.

303. Economics of Transportation. Analysis of the function of transportation in business. Prerequisite: Economics 204. 3-0-3.

304. Motor Freight Transportation. Attention is given to business, social and urban aspects of highway and automotive development. Prerequisite: Economics 303. 3-0-3.

307. Economic Statistics. Statistical methods as applied to economic and business data. Prerequisite: Mathematics 112. 3-0-3.

311. Labor Economics. Analysis of the labor market as affecting business and society. Prerequisite: Economics 204. 3-0-3.

315. Development of Economic Thought. Study and influence of the major schools of thought. Prerequisite: Economics 204. 3-0-3.

318. Marketing. A comprehensive analysis of the marketing system and the marketing processes. Prerequisite: Economics 204. 3-0-3.

411. Comparative Economic Systems. Analysis of the major economic systems. Prerequisite: Economics 204. 3-0-3.

440. Public Finance. Examination of governmental expenditures, sources of revenue, public credit, taxation, and fiscal policy. Prerequisite: Economics 204. 3-0-3.

450. International Trade. A study of the history and mechanisms of international trade. Prerequisite: Economics 204. 3-0-3.

460. Government and Business. See Business Administration 460. 3-0-3.

490. Seminar in Economics. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of Data Processing

The Data Processing Department was established at Gardner-Webb College in the spring of 1965. The two major purposes of the department are: (1) to offer instruction to the students and faculty of the college in the use of computer facilities and (2) to assist the students and faculty with research activities involving complex computations and involved data processing. In the accomplishment of its objectives the Data Processing Department will acquaint the students with one of the newest instruments of science and industry, the electronic computer. Courses available through this department will help to prepare students for the challenges the computer and automation will demand during the coming years.

DEGREE REQUIREMENTS

The Bachelor of Science Degree With a Major in Data Processing

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	30
The Major requires 30 hours of Data Processing approved by the faculty adviser.	
SUPPORTIVE STUDIES	15
Mathematics 112* is required. Either Business Administration 213, 214, Economics 203,** and 204** or 12 additional hours of either Mathematics or Natural Science or a combination of these two areas are required. Any remaining hours should be taken from the following areas: Business Administration, Business Education, Economics, Natural Science, or Mathematics.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

**Counted only in the Basic Course Requirements if Group C is elected.*

***May be counted in the Basic Course Requirements to satisfy the Social Science requirement.*



DESCRIPTION OF COURSES

221. Basic Machine Operation and Wiring—Part I. This course is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the fundamentals of IBM Accounting, IBM card reading, card punches 26, 29; sorters 82, 83; introduction to control panel wiring; interpreters 548-552, reproducer 514, 402/403 accounting machines; collators 85, 87. Laboratory Fee. 3-3-4.*

222. Basic Machine Operation and Wiring—Part II. This course is a continuation of Data Processing 221. Is designed to acquaint the student with the theory and principles of electronic data processing. Classroom and laboratory instruction is given in the planning chart; digit selection, group printing, set-up change, hammerlock control, counter coupling; total transfer, group indication; field selection; class selection; carriage control, summary punching; runout buttons and switches; space control, inverted forms; multiple line printing; and case studies. Prerequisite: Data Processing 221. Laboratory Fee. 3-3-4.

305. FORTRAN Computer Programming—Part I. Basic FORTRAN programming followed by applications using IBM computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112 and Data Processing 331, 332 or permission of Chairman of department. Laboratory fee. 3-3-4.

319. Computer Augmented Accounting. A course designed to introduce the student to the problem-solving capacity of the computer. The student, with no prior knowledge of programming, will call upon programs to journalize, post, and prepare reports. Prerequisite: Business Administration 214. 3-0-3.

320. Advanced Computer Augmented Accounting. A course that describes in simple and basic terms how the FORTRAN 1V language may be used in the application of the computer to solve accounting and business problems. Prerequisite: Data Processing or Business Administration 319. 3-0-3.

331. Basic Computer Systems Principles—Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

332. Basic Computer Principles—Part II. A continuation of Data Processing 331 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: BAL, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 331. 3-0-3.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing their data processing problem to a form that the computer can handle. Prerequisite: Data Processing 221 and 222 or permission of Chairman of department. 3-0-3.

421. PL/1 Computer Programming—Part I. Included in this course is the use of IBM Model 1130 Computer. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statements, input, output, array expressions, attributes, block structure, operators, character sets, and program definition. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

431. RPG Computer Programming Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest of generated program instructions.
4. Create the control cards required for the assembling and the running of the RPG Program.

Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory Fee. 3-3-4.

432. RPG Computer Programming Part II. A continuation of Data Processing 431 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 431 or permission of Chairman of department. Laboratory Fee. 3-3-4.

451. COBOL Computer Programming—Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 331 and 332 or permission of Chairman of department. Laboratory fee. 3-3-4.

452. COBOL Computer Programming—Part II. A continuation of Data Processing 451 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 451. Laboratory fee. 3-3-4.

DIVISION OF EDUCATION

The Division of Education is made up of two departments, the Department of Education and the Department of Health Education and Physical Education.

The Bachelor of Science degree is offered in the following areas of study: Early Childhood Education (K-3), Intermediate Education (4-9), and Health Education and Physical Education. In addition, the professional course requirements for teacher certification at the secondary school level (9-12) and for all grades (K-12) are offered for those majoring in other subject areas.

Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice

through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of his community.

TEACHER EDUCATION

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to individually personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.
3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.

4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education:

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 of the junior year. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he is majoring.
2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)
3. Have exhibited good citizenship.
4. Be free of handicaps which might interfere with his effectiveness as a teacher.
5. Have attained and maintained the following minimum Quality Point Ratios for the attempted hours indicated.
   1) 1-29 hours – 1.5 QPR.
   2) 30-59 hours – 1.8 QPR.
   3) 60 hours and above – 2.0 QPR.
6. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
2. Be eligible for graduation in May or August following completion of the Program.
3. Have achieved a cumulative grade point average of 2.0 at the time of making application to the Program.
4. Be recommended by the department in which he is majoring.
5. Present a certification of health clearance on the form provided by the Department of Education.

6. Have demonstrated professional interest in the field of education.

Formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B. or C. See p. 67) ..... Art 301, History 201, 202, Mathematics 203, Science Education 101, and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	40-52
MAJOR (Professional Educational) ..... Education 210, 310, 320, 340, 410, 420, 430, 450, and Psychology 303 are required.	30
SUPPORTIVE STUDIES (Required Subject Matter) ..... Art 302, Education 312 or 230, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.	25
COMPLEMENTARY REQUIREMENTS ..... Health 221, Psychology 201, 301, and 6 hours of literature (see p. 84).	14
FREE ELECTIVES	19-3
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Intermediate Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
Art 301, Geography 101 (or Political Science 202), Mathematics 203, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional and General Education)	30
Education 212, 310, 322, 410, 420, 431, 450, Psychology 302 and 303 are required.	
SUPPORTIVE STUDIES (First Academic Concentration)	12-3
An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	
COMPLEMENTARY REQUIREMENTS	24
Education 314 or 230, Health 221, 230, Mathematics 204, Music 345, Physical Education 301, Psychology 201, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	31-6
A second academic concentration is recommended.	
CHAPEL	0-4
Total	128

The Bachelor's Degree
With Preparation for Secondary (9-12) Teacher Certification
(See the department of interest)

DESCRIPTION OF COURSES

101. Communication Skills. A course for the Gardner-Webb student who has a problem in reading great enough to interfere with his college work. 2-2-3.*

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

200. Orientation to Teaching. Required of all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether or not he really wants to be a teacher. 1-1-1.

210. Reading (K-3). Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9). Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School. Covers the planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

304. Mathematics in the Elementary School. A practicum with major emphasis on the planning, teaching, and evaluating of mathematics in the elementary school. 2-2-3.

310. Materials and Media. Teaches educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

320. Children's Literature (K-3). A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9). A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Curriculum. A study of the trends and organization of the curriculum, with emphasis on the major content fields of the elementary school. 3-0-3.

345. Teaching in the Kindergarten. Latest procedures and practices. Laboratory experience required. 3-1-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level. 3-0-3.

412. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosophy of American Education. A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education. A study of the origin and development of education in the United States for the secondary level. 3-0-3.

430. Methods of Teaching (K-3). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.

431. Methods of Teaching (4-9). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

432. Methods of Teaching (Secondary). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level is required. 3-1-3.

450. Student Teaching. An eight week period of full time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total) — 6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means whereby she can better supervise her student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student at Gardner-Webb College is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

The Bachelor of Science Degree With a Major in Health Education and Physical Education With Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 67)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 (or Physical Education 406), and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory	9
Physical Education 211, 408, and 409.	
Theory	13
Physical Education 301, 331, 341, 342, and 402.	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 450, and Physical Education 430.	
COMPLEMENTARY REQUIREMENTS	15
Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
COMPLEMENTARY ELECTIVES (Second Teaching Field)	8-15
Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	
FREE ELECTIVES	12-1
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Health Education and Physical Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 67)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, and Physical Education 405 (or Physical Education 406) are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory	9
Physical Education 211, 408, and 409.	
Theory	13
Physical Education 301, 331, 341, 342, and 402.	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES	15
Select from: Biology, Education 310, Sociology 203, 320, 400, and 421.	
COMPLEMENTARY REQUIREMENTS	15
English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.	
FREE ELECTIVES	20-16
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

PHYSICAL EDUCATION ACTIVITY COURSES

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer, Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics and Trampoline. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

106. Rhythm and Movement. 0-2-1.

107. Individual and Dual Activities. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

113. Skiing. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1.

204. Archery and Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

207. Individual and Dual Activities. 0-2-1.

PHYSICAL EDUCATION

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods. A course presenting by means of classroom instruction and field demonstration, the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presenting by means of classroom instruction and gym demonstrations, the various systems used in basketball coaching. 2-1-2.

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation. A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9). Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12). Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports. 3-3-3.

342. Theory and Techniques of Individual and Dual Sports. 3-3-3.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

430. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice and program building in physical education covering secondary school activities. 3-0-3.

495, 496. Independent Study. Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

221. Personal and Community Health. A thorough study of the health problems of the individual, school, and community. 2-0-2.

222. First Aid. A course designed to train and qualify students as instructors in first aid. 2-1-2.

223. Safety Education. A course designed to enable the student to teach safety education (K-12). 3-1-3.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. Prerequisite: Health 221. 2-1-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. Prerequisite: Health 221. 3-0-3.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy and treatment of various injuries. Fee $3. 2-0-2.

415. Drug Education. Advanced study of the drug use and abuse problem. Pharmacological, sociological, psychological, and educational aspects of drug use and abuse are stressed. 3-0-3.

416. Sex Education in the Schools. This course is designed to help prospective teachers organize and conduct meaningful learning experiences in family life and sex education. A study of human sexuality and family life education constitute the course. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education and safety problems. Fee $15. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DIVISION OF HUMANITIES

Four departments comprise the Division of Humanities. These are the Departments of English Language and Literature, Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy. This division offers a total of seven Majors; namely, Biblical Literature and Languages, English, French, Music, Religion, Religious Education, and Spanish.

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of his literary experience.
4. To integrate his studies with world thought in order to comprehend and shape the contemporary scene.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30
After English 101, 102, any ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
SUPPORTIVE STUDIES	15
Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303; Geography 301. For others, consult adviser.	
COMPLEMENTARY STUDIES	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in English
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	33
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 301,[1] 351,[2] 353, 362, and 402. Of the remaining five courses, two must be British; two, American; and one a choice between British and American.	
SUPPORTIVE STUDIES	15
Education 412, 422, 432, and 450,[3] or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303; Geography 301. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	15-6
Education 412, 422, 432, and 450,[3] or any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	26-1
CHAPEL	0-4
Total	128

[1] *Offered only in even-numbered fall semesters; alternates with 351.*

[2] *Offered only in odd-numbered fall semesters; alternates with 301.*

[3] *The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

DESCRIPTION OF COURSES

100. College Review of Grammar. Audio-tutorial programs: English Modular Mini-Courses. Individualized instruction through cassettes and response manuals. 3-0-3.*

101. Composition. Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and World Literature. Composition based upon themes and structure of significant world literature, ancient and modern, and including some nonwestern work(s). 3-0-3.

231. English Literature Survey. Representative writers from major literary periods to the present. 3-0-3.

232. American Literature Survey. Representative writers from the beginning to the present. 3-0-3.

234. Black Literature. A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance Writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature. A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature. Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Practicum in the Teaching of English. Lectures on the teaching of English in today's schools; laboratory work in area schools and in the English Department. 1-4-3.

306. American Renaissance. The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature. Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature. A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas, and Graham Greene. 3-0-3.

**The first digit indicates the number of required classroom hours per week.*
The second digit denotes the number of required laboratory hours per week.
The third digit signifies the number of semester hours of credit each course carries per semester.

309. Twentieth Century American Literature. A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Truman Capote. 3-0-3.

310. The American Novel from 1950 to the Present. Designed for majors and non-majors alike, the course surveys such modern authors as Saul Bellow, Joseph Heller, John Updike, Eudora Welty, and Vladimir Nabokov. 3-0 3.

311. Medieval Literature. Includes *Beowulf* and other Anglo-Saxon achievements; medieval drama, romance, poetry; the language of Chaucer and his *Canterbury Tales.* 3-0-3.

312. American Folklore. A study of the major genres of folklore in the United States; some field work in area folklore. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost.* 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature. Major poetry of Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected criticism. 3-0-3.

322. Victorian Literature. Poetry of Browning, Tennyson, Arnold, others; selected prose showing literary, critical, intellectual trends. 3-0-3.

342. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

352. Literary Criticism. Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language. Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Approximately ten representative plays. 3-0-3.

491. Seminar in American Literature. Subjects change as needed and desired. Typical topics: Southern Literature; Contemporary Jewish and Negro American Writers; Naturalism, Faulkner. 3-0-3.

492. Seminar in English Literature. Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study. Individual study of special subject under guidance of instructor in whose specialization topic lies. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

Other Courses. Theatre Arts 313 (British Drama), 314 (American Drama), and 315 (World Drama) also count as English major courses. See the Theatre Arts section.

Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan courses ahead so as to allow for the Student Teaching Program in the spring semester of their senior year.

DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52

The Fine Arts requirement must be met by taking Music 226.

Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

Students seeking a concentration in Church Music must meet the Social Science requirement by taking Psychology 201 and 302.

MAJOR 30

Applied Major, 12 hours; Music 105, 106, 205, 206 and 4 hours of Advanced Theory. All Music majors are required to participate in a performing group each semester in which he is enrolled as a Music major.

SUPPORTIVE STUDIES	17-19
Applied Minor, 4 hours; Music 325, 326, 445, 446, and 3 hours from Music 349, 455, 457, and 459. Church Music majors will include 2 additional hours of applied minor. See paragraph below for details.	
COMPLEMENTARY STUDIES	15-37
Select one of the following:	
15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc.	
For teacher certification: Education 412, 422, 450, Health 221, Literature (6 hours; see p. 84), Music 245, 246, 247, 248, 347, 348, Psychology 201, and 206, 301, or 302. Total: 37 hours.	
For Church Music: Music 365, 366, 457 (if not elected in Supportive Studies above), 465, 466, Psychology 303, Religion 333, and Religious Education 373. Total: 20-23 hours.	
FREE ELECTIVES	26-0
CHAPEL	0-4
Total	128-140

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. Should a student not achieve the desired proficiency at the end of four semesters, he will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of the Department of Fine Arts. No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Church Music Major. Students pursuing a major in Church Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano, or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors: 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors: 4 hours of voice and 2 hours of organ; for voice majors: 4 hours of piano and 2 hours of applied elective. Application is to be made with the Department of Fine Arts the semester

prior to enrollment in the Church Music Administration and Field Work course for admission to this course. To be admitted the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be free of handicaps which might interfere wtih his effectiveness as a church musician; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

DESCRIPTION OF COURSES

203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.*

205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills.) This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. 1-4-3.

400. Modern Art History. A survey of the creative activity of Western man from neo-classic to contemporary art. 3-0-3.

495. Independent Study. A specialized course for elementary teachers who have selected art for their eighteen (18) hours of concentration. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of chairman. 0-6-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for advanced professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0—Preparatory; 1—Freshman; 2—Sophomore; 3—Junior; 4—Senior.

The second digit identifies the area of study: 0—Music Theory; 2—Music History and Literature; 4—Music Education; 6—Church Music; 7—Performance Groups.

The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0—Piano; 1—Voice; 2—Organ; 3—Brass; 4—Woodwinds; 5—Strings; 6—Percussion. The third digit indicates the amount of credit earned in applied music: one hour credit if the course number ends in 1; two hours credit if the course numbers ends in 2.

DESCRIPTION OF COURSES

APPLIED MUSIC

Piano:

001. Preparatory Piano. ½-5-0.*
002. Preparatory Piano. 1-10-0.
101. Lower Division Piano. ½-5-1.
102. Lower Division Piano. 1-10-2.
301. Upper Division Piano. ½-5-1.
302. Upper Division Piano. 1-10-2.

Voice:

011. Preparatory Voice. ½-5-0.
012. Preparatory Voice. 1-10 0.
111. Lower Division Voice. ½-5-1.
112. Lower Division Voice. 1-10-2.
311. Upper Division Voice. ½-5-1.
312. Upper Division Voice. 1-10-2.

Organ:

021. Preparatory Organ. ½-5-0.
022. Preparatory Organ. 1-10-0.
121. Lower Division Organ. ½-5-1.
122. Lower Division Organ. 1-10-2.
321. Upper Division Organ. ½-5-1.
322. Upper Division Organ. 1-10-2.

Brass:

031. Preparatory Brass. ½-5-0.
032. Preparatory Brass. 1-10-0.
131. Lower Division Brass. ½-5-1.
132. Lower Division Brass. 1-10-2.
331. Upper Division Brass. ½-5-1.
332. Upper Division Brass. 1-10-2.

Woodwinds:

041. Preparatory Woodwinds. ½-5-0.
042. Preparatory Woodwinds. 1-10-0.
141. Lower Division Woodwinds. ½-5-1.
142. Lower Division Woodwinds. 1-10 2.
341. Upper Division Woodwinds. ½-5-1.
342. Upper Division Woodwinds. 1-10-2.



**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

Strings:

051. Preparatory Strings. ½-5-0.
052. Preparatory Strings. 1-10-0.
151. Lower Division Strings. ½-5-1.
152. Lower Division Strings. 1-10-2.
351. Upper Division Strings. ½-5-1.
352. Upper Division Strings. 1-10-2.

Percussion:

061. Preparatory Percussion. ½-5-0.
062. Preparatory Percussion. 1-10-2.
161. Lower Division Percussion. ½-5-1.
162. Lower Division Percussion. 1-10-2.
361. Upper Division Percussion. ½-5-1.
362. Upper Division Percussion. 1-10-2.

MUSIC THEORY

105, 106. First Year Theory. Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305, 306. Third Year Theory. Further examination of linear writing and combination of contrapuntal voices. Music score studies in larger structural forms as rondo, variation, sonata, etc., through the twentieth century with harmonic analysis in all periods of music history. 2-0-2, 2-0-2.

MUSIC HISTORY AND LITERATURE

125. Music Appreciation. A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour. Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature. An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

MUSIC EDUCATION

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass Class. Elementary instruction in the techniques of tone production of instruments in the brass family. Open to all students. 2-3-1.

246. Percussion Class. Elementary instruction in the techniques of instruments in the percussion family, pitched and non-pitched. Open to all students. 2-3-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. 2-3-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-3-1.

345. Music Foundations for the Classroom Teacher. Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local school and kindergarten. 3-0-3.

347. Music Education in the Elementary School. Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Music Education in the Secondary School. Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature. The teaching and supervision of music as it relates to the junior and senior high school instrumental program . Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting I. A course in the fundamentals of conducting and rehearsal procedure. Hymns and short choral and instrumental pieces are used as study material. Prerequisite: Music 105 and 106 or their equivalent. 2-½-2.

446. Conducting II. Continuation of Music 445. Emphasis is placed on actual conducting experience in class and the college music performing groups. Prerequisite: Music 445. 2-½-2.

455. Piano Pedagogy and Literature. Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

CHURCH MUSIC

265. Introduction to Church Music. The organization and administration of the total musical program of the church; special emphasis on the duties of the Minister of Music. Open to all students. No musical knowledge required. 3-0-3.

365. Church Choir Methods and Materials I. A study of how to direct preschool and children's church choirs. Emphasis will be placed on learning characteristics and methods, sources, and choir literature for teaching musical and Christian concepts. 2-½-2.

366. Church Choir Methods and Materials II. Same as Music 365 except for older children, youth, and adult church choirs. 2-½-2.

465. Hymnology. A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. 3-0-3.

466. Church Music Administration. Practical study of organization and administration of a church music program emphasizing staff relationships, outreach, and choirs. Open to all students. 3-0-3.

467. Field World in Church Music. Laboratory in area church(es) where the student observes and participates in the church music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

PERFORMANCE GROUPS

175, 375. College Chorus. A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. 0-3-1, 0-3-1.

176, 376. Chamber Chorus. A small group of selected mixed voices which performs sacred and secular music on and off campus. Combined with other campus choral groups, it performs two major works annually, usually one with orchestra. 0-3-1, 0-3-1.

177, 377. Choral Ensemble. A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

185, 385. Bulldog Band. Prior instrumental ensemble experience is desired before enrolling. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1, 0-3-1.

186, 386. Orchestra. Offered in the evening school and open to all students at the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying. Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

INDEPENDENT STUDY

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. O-Independent Study-3, O-Independent Study-3.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of his ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

DESCRIPTION OF COURSES

THEATRE ARTS

101. The Art of the Drama. Drama as an artistic, literary form and its production. 3-0-3.*

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. 3-0-3.

313. British Drama. Significant drama of England and Ireland from the medieval period to the present. 3-0-3.

314. American Drama. Significant drama of the Twentieth Century. 3-0-3.

315. World Drama. Significant world drama from the Greeks to the present. 3-0-3.

401-402. Directing. Analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. (Alternate with 305). 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience of the intended meaning of the printed page. 3-0-3.

Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.



2. To develop an awareness of the relation of our own language and culture to those of another country.

3. To understand, without translating, the modern foreign language as spoken and written by natives.

4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in French

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	30
SUPPORTIVE STUDIES English Literature, another Foreign Language, History, Linguistics, Advanced English Grammar and Composition.	18
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in French
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52

MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish

BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES	18
English Literature, another Foreign Language, History, Linguistics, and Advanced English Grammar and Composition.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	22-6
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Spanish
With Preparation for Secondary (9-12) Teacher Certification

BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	

	Semester Hours
MAJOR Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	30
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 432, and 450.	15
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	17
FREE ELECTIVES	26-10
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

ARAMAIC

401, 402. Elementary Aramaic. An inductive approach to the study of the grammer, syntax, and vocabulary of biblical Aramaic while translating* portions of the Old Testament. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

FRENCH

101, 102. Elementary French. 3-0-3, 3-0-3.

201, 202. Intermediate French. Prerequisite: French 102 or two units of high school French or its equivalent. 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. The literature of France from the Old French period to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization. French history and civilization from early times to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected works. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201-202 or its equivalent. 3-0-3.

311, 312. French Conversation Abroad. Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the 20th Century. Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

GERMAN

101, 102. Elementary German. 3-0-3, 3-0-3.

201, 202. Intermediate German. Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

GREEK

101, 102. Elementary New Testament Greek. A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek. Prerequisite: Greek 101-102. 3-0-3, 3-0-3.

300. Greek Civilization. A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

301, 302. Advanced New Testament Greek. Selections in the Pauline Epistles. Prerequisite: Greek 201-202. 3-0-3, 3-0-3.

495, 496. Independent Study. Selections from all books of the New Testament. Prerequisite: Greek 301-302. 0-Independent Study-3.

HEBREW

301, 302. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

303. Jewish Civilization. A social and intellectual history of the Jews and their contributions to civilization, from c. A. D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

401, 402. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

LATIN

101, 102. Elementary Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. Prerequisite: Latin 101-102. 3-0-3, 3-0-3.

301. Roman Civilization. A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

SPANISH

101, 102. Elementary Spanish. 3-0-3, 3-0-3.

201, 202. Intermediate Spanish. Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. Spanish history and civilization from early times to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

306. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature. Reading and discussion of selected works. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.



309, 310. Masterpieces of Spanish Literature in Translation. Selected Spanish literary works studied in translation. (No knowledge of foreign language is required.) 3-0-3, 3-0-3.

311, 312. Spanish Conversation Abroad. Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research. Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Religious Studies and Philosophy

One of the main purposes of this department is to offer courses which are designed to give every student entering Gardner-Webb College an introduction to the Christian tradition and its background in the ancient world. The Department of Religious Studies and Philosophy also seeks to provide a basic preparation for those who plan to do further study in seminaries and graduate schools. Another aim of this department is to provide preparation for some students who will go into church-related vocations immediately after completing their college work. Moreover, it is the basic intent of this department to further the general Christian purpose of Gardner-Webb College.

The Basic Course Requirements state that all candidates for any degree offered at this college must take a minimum of six hours of Religion. This requirement will be met by taking Religion 101 and 102, which are prerequisites for all other Religion courses.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Biblical Literature and Languages

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	52
Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	
MAJOR	30
Three advanced courses in Old Testament studies, three advanced courses in New Testament studies, Greek 301, 302, Hebrew 301, and 302.	
SUPPORTIVE STUDIES	15
Ancient History, Civilization, Religion (other than Biblical stuies), and Religious Education, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
English and American Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	
FREE ELECTIVES	16-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religion

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek, German, and French are highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, and 316.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, and 337.	
Area III. Christianity and the World. Select 3 hours from Religion 241, 243, and 246.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, and 490.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, and 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 357, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	
SUPPORTIVE STUDIES	15
Take any two literature courses offered by the Department of English Language and Literature and select three of the following courses: Business Education 307, Greek 301, 302, Hebrew 301, 302, 401, 402, History 300, 301, 303, 310, Philosophy 301, Sociology 203, 356, and Speech 102, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Select 15 hours from one or several of the following areas: English, History, Psychology, and Sociology, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religious Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
Greek should be taken to fulfill the Foreign Language requirement; Sociology 201 and Psychology 201 should be taken for the six hour requirement in Social Science; and Music 125 should be taken for the Fine Arts requirement.	
MAJOR	33
Religious Education 270, 371, 372, 373, 374, 375, and 490	21
Religion 203, 302, 306, or 307	3
Religion 211, 312, 314, 316, or 317	3
Religion 322, 323, 324, 325, 326, Greek 300, or Latin 301	3
Religion 241, 333, or 337	3
SUPPORTIVE STUDIES	15
In consultation with the faculty adviser, choose 15 hours from the following:	
Art 302	3
Business Administration 213, 214	3, 3
Business Administration 316	3
Business Education 307	3
Music 265	3
Physical Education 312	3
Religious Education 376	1
Religious Education 397	3
Sociology 356	3
Speech 102	3
Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Art 301	3
Two additional courses in Psychology	6
An advanced Sociology course	3
A course in English or American literature	3
FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

RELIGION

101. Introduction to the Old Testament. 3-0-3.*

102. Introduction to the New Testament. 3-0-3.

203. Old Testament Prophets. A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions. An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.

307. Studies in the Pentateuch. A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

316. The Writings of John. A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews. A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319, 320, 321. The Morris Lectures. A series of lectures presented by the Reverend B. E. Morris concerning various aspects of Biblical theology. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought. An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Churches in America. A study of the history, culture, and theology of the Afro-American Christian movement in the United States. 3-0-3.

354. Christian Preaching. The fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

357. Pastoral Ministries. Supervised study and practical experience in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

491. Old Testament Seminar. 3-0-3.

492. New Testament Seminar. 3-0-3.

493. Church History Seminar. 3-0-3.

494. Contemporary Theology Seminar. 3-0-3.

495. Independent Study. A course consisting of guided reading, conferences with the professor and written reports. 0-Independent study-3.

RELIGIOUS EDUCATION

270. Introduction to Religious Education. An inquiry into current and future objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions. 3-0-3.

371. Religious Education Organizations. A study of the development, tasks, and maintenance of the major program organizations in the local church. A curriculum laboratory offers practice in curriculum building. 3-0-3.

372. Teaching of Religion in the Church. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church polity. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A course designed to help the student develop psychological insight into his own spiritual life through a study of the principles of psychology as related to religious experience. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Curriculum. The selection, use, and production of curriculum materials in the church. 3-0-3.

376. Religious Education Ministries. Guided studies, observations, and practical experiences in the educational leadership in the church. Prerequisite: Religious Education 270. 1-1-1.

397. Religious Education Internship. A minimum of ten weeks spent in full time supervised service in a local church or denominational agency. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

490. Religious Education Seminar. Independent research, guided reading, guest lecturers, and field trips offer the Senior student the opportunity to investigate more deeply his particular interests in the field. 3-0-3.

PHILOSOPHY

301. Introduction to Philosophy. An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

DIVISION OF MATHEMATICS AND NATURAL SCIENCES

This division is divided into two departments: the Department of Biology, Chemistry, and Geology and the Department of Mathematics and Physics.

Majors are offered in Biology, General Science, and Mathematics. Some work in Physics and Geology is offered as well as courses designed to meet certification requirements in the sciences for Early Childhood (K-3) and Intermediate (4-9) Education majors. Students planning to enter engineering, medicine, dentistry, or other scientific fields will find that the courses in this division provide adequate foundation for further study in higher institutions and are suitable for transfer.

Department of Biology, Chemistry, and Geology

Courses in Biology and Chemistry help to develop a better understanding of living things and the properties and chemical composition of the material world. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in medicine, dentistry, pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15
Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.	

COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

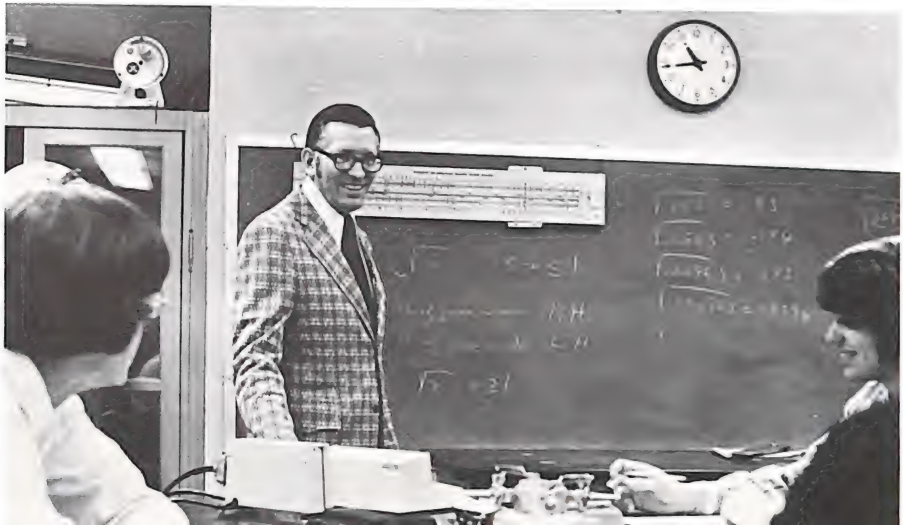
The Bachelor of Science Degree
With a Major in Biology
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required.	
SUPPORTIVE STUDIES	15-22
Chemistry 101, 102 or 104, and Education 432 are required. Geology 101 and 102 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser. Chemistry 201, 202, Physics 201, and 202 are recommended.	
COMPLEMENTARY REQUIREMENTS	29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	14-0
CHAPEL	0-4
Total	128-137

The Bachelor of Science Degree
With a Major in General Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	32
The Biology concentration requires 24 hours of Biology, Geology 101, 102, and at least one semester of Biology Seminar.	
The Chemistry concentration requires 24 hours of Chemistry, Geology 101, 102, and at least one semester of Chemistry Seminar.	
SUPPORTIVE STUDIES	14
Physics 201 and 202* and Mathematics 112** are required. The remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	27-11
CHAPEL	0-4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*



The Bachelor of Science Degree
With a Major in General Science
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. To satisfy the Natural Science requirement, those electing the Biology concentration must take Chemistry 101 and 102 or 104, those electing the Chemistry concentration must take Biology 101 and 102, and those electing Group B must take Physics 201 and 202, also. The Mathematics requirement must be met by taking Mathematics 111.	
MAJOR	32
The Biology concentration requires 24 hours of Biology approved by the faculty adviser, including at least one semester of Biology Seminar, and Geology 101 and 102.	
The Chemistry/Physical Science concentration requires 24 hours of Chemistry approved by the faculty adviser, including at least one semester of Chemistry Seminar, and Geology 101 and 102.	
SUPPORTIVE STUDIES	14
Physics 201 and 202*, Mathematics 112**, and Education 432 are required. Any remaining hours may be selected from Mathematics, the Natural Sciences, and/or Data Processing, as approved by the faculty adviser.	
Chemistry 201 and 202 are recommended for the Biology concentration.	
Mathematics 221 is recommended for the Chemistry/Physical Science concentration.	
COMPLEMENTARY REQUIREMENTS	29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	13-0
CHAPEL	0-4
Total	128-131

**Counted only in the Basic Course Requirements if Group B is elected.*
***Counted only in the Basic Course Requirements if Group C is elected.*

DESCRIPTION OF COURSES

BIOLOGY

101. General Biology. An introduction to the study of Biology. Topics included are the chemistry and structure of the cell, molecular biology, evolution, genetics, reproduction, homeostasies, growth and development, and ecology. 3-2-4.

102. General Biology. A study of representative organisms from each of the major groups, both plant and animal. 3-2-4.

201. Invertebrate Zoology. A study of the structure, physiology, and taxonomy of the invertebrates. Prerequisite: Biology 101-102. 3-3-4.

202. Vertebrate Zoology. A systematic study of the vertebrates, including morphology, physiology, taxonomy, behavior, and evolution. Prerequisite: Biology 101-102. 3-3-4.

203, 204. Human Anatomy and Physiology. A study of the structure and functions of the human body including the skeletal, muscular, nervous, circulatory, digestive, excretory, endocrine, and reproductive systems. 2-3-3, 2-3-3.

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany. The morphology, physiology, reproduction and ecological relationships of plants. 3-2-4, 3-2-4.

210. Identification of Trees and Shrubs. 2-4-4.

301, 302. Genetics. A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3, 3-0-3.

391, 392, 491, 492. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. Required for all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cytology and Histology. The anatomy of cells, intercellular structures, tissues, and the physiological and molecular manifestations of each. Prerequisite: Biology 101-102, and Junior standing. 2-4-4.

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Man's self inflected problems, such as pollution are investigated. Much field work is done. 3-2-4.

404. Vertebrate Embryology. A study of the developmental anatomy of the vertebrate from the formation and union of germ cells to birth. Prerequisite: Biology 201-202. 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

CHEMISTRY

101, 102. General Chemistry. Introduction emphasizing fundamental laws and theories, atomic equilibria, nuclear and organic chemistry. Elements and compounds with periodic chart background. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. Lecture same as 102. About 75% laboratory cation-anion semi-micro procedures. Prerequisite: Chemistry 101. 3-3-4.

201, 202. Organic Chemistry. Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 2-4-4.

301. Analytical Chemistry. Volumetric analysis stressing acid-base and redox titrations. Gravimetric analysis. Problems. Prerequisite: Chemistry 102 or 104. 2-4-4.

302. Analytical Chemistry. Analysis applied toward industry, biochemistry, ecology. Instrumentation. Problems. Prerequisite: Chemistry 301. 2-4-4.

391, 392, 491, 492. Chemistry Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry. Application of laws of physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Chemistry 302 and Mathematics 222. 3-3-4, 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

GEOLOGY

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic time. Prerequisite: Geology 101. 3-2-4.

SCIENCE EDUCATION

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-3-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-3-4.

Department of Mathematics and Physics

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 67) Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	40-52
MAJOR ..... Mathematics 221, 222, 321 are required. The remaining hours are to be selected from Mathematics 115, 211, 302, 303, 304, 306, 312, 401, 402, 403, 404, 495.	30

SUPPORTIVE STUDIES	15

Mathematics 305 is required.

Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)

The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.

COMPLEMENTARY ELECTIVES	15

These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.

FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

The Bachelor of Science Degree
With a Major in Mathematics
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B. See page 67)	40-52

For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology 101, Physics 103 or 201.

For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be in either Chemistry or Physics.

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.

MAJOR	30

Mathematics 221, 222, 302, 303, 321, 404, and 405 are required. The remaining hours are to be selected from Mathematics 115, 211, 304, 306, 312, 401, 402, 403, 495.

SUPPORTIVE STUDIES	18-26

Education 412, 422, 432, 450, and Mathematics 305 are required.

Science. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be in either Chemistry or Physics.

The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.

COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	23-0
CHAPEL	0-4
Total	128-129

DESCRIPTION OF COURSES

MATHEMATICS

21. Mathematics Laboratory. Designed to aid the student who has deficiencies in mathematics. 0-as needed-0.*

101. Basic Mathematical Skills. A study of elementary and intermediate algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 1-2-2.

103. Principles of Mathematics. Selected topics in mathematics, designed for the student who plans to take only three hours in mathematics. 3-0-3.

111. Trigonometry. A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

112. College Algebra. Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. Prerequisite: Mathematics 111. 3-0-3.

115. Calculating Techniques. Wang calculator and slide rule. 1-1-1.

203. Mathematics for Elementary Teachers—I. A study of elementary set theory and logic; the properties of integers, rational numbers, and number systems of other bases. Elementary number theory; algebra. 3-0-3.

204. Mathematics for Elementary Teachers—II. A study of real numbers, probability, statistics, nonmetric and metric geometry. Prerequisite: Mathematics 203. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

211. Finite Mathematics. A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111, 112, or 221. 3-0-3.

221. Introductory Calculus. A course including the study of real functions and their graphs; slope, limits, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry. Proofs of theorems and derivations of formulas. Applications of differentials and integrals. Transcendental functions, conic sections, polar coordinates; techniques of integration. Prerequisite: Mathematics 221. 5-0-5.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming with applications to the elementary scientific and commercial problems. Prerequisite: Mathematics 112 or 221. 3-0-3.

306. Mathematical Statistics. A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypothesis, analysis of variance and covariance. Prerequisite: Mathematics 222. 3-0-3.

312. Intermediate Analysis. Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

321. Multivariable Calculus. A continuation of Mathematics 222 including a study of vectors, partial differentiation, multiple integration, series. Prerequisite: Mathematics 222. 3-0-3.

402. Advanced Calculus. Fundamental theorems of elementary calculus, continuity, differentiability, convergence, series, integrals. Prerequisite: Mathematics 321. 3-0-3.



403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

405. Innovations in Secondary School Mathematics. A study of selected topics in mathematics which are relevant to the modern curriculum in the secondary school. Prerequisite: Mathematics major (Teacher Certification), Junior standing. 3-0-3.

495. Independent Study. Prerequisite: Mathematics 321 and approval of the Chairman of the Department. 0-Independent Study-3.

PHYSICS

103. Introductory Physics. A study of the elementary concepts of mechanics, wave motion, electricity and magnetism, optics, nuclear and atomic physics, and the scientific method of reasoning. 3-2-4.

201. General Physics—I. The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111, 112, or 221. 3-3-4.

202. General Physics—II. The study of the properties of light, electricity and magnetism, Bohr theory of the atom, and quantum theory. Prerequisite: Physics 201. 3-3-4.

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

The objectives of the courses in the Social and Behavioral Sciences are:

1. To provide an intellectual adventure into life and to share in the creation of mature, thinking individuals, ready to face life with a spirit of adventure and purpose, trusting God to lead in the never-ending quest for truth.
2. To provide a general historical survey of our western heritage.
3. To provide an opportunity for a further examination of the social, political, and economic ideas and institutions in which we are involved.
4. To provide an opportunity for a more intensive study of our American heritage.

Department of Associated Social Sciences

The Department of Associated Social Sciences accepts candidates for the Bachelor of Arts Degree with concentrations in Economics, Geography, History, Political Science, and Sociology.

The major purposes of the Department are: (1) preparation for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in Social Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR	30

The Social Science Major must complete at least 18 hours in one of the following areas: Economics, Geography, History (above 101 and 102), Political Science or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration

must be taken. Economics 203 and 204 are required of all students concentrating in Economics. Geography 101 and 102 are required of all students concentrating in Geography. History 201 and 202 are required of all students concentrating in History. Political Science 201 and 202 are required of all students concentrating in Political Science. Sociology 201 is required of all students concentrating in Sociology.

SUPPORTIVE STUDIES 15

The Supportive Studies consist of 15 hours in Social Science (including Psychology) above those in the Basic Course Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.

COMPLEMENTARY ELECTIVES 15

Areas not directly related to the Major, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CHAPEL 0-4

Total 128

The Bachelor of Arts Degree
With a Major in Social Science
With Preparation for Secondary (9-12) Teacher Certification

BASIC COURSE REQUIREMENTS (Group A. See p. 67) 40-52

The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

MAJOR 30

The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.

SUPPORTIVE STUDIES 15

The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.

COMPLEMENTARY REQUIREMENTS	26
Education 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 84).	
FREE ELECTIVES	17-1
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

POLITICAL SCIENCE

201. Introduction to Political Science. A basic course in Political Science dealing with the fundamentals of man politically organized. 3-0-3.*

202. United States Government. A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

303. American Foreign Policy. A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States. A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

305. Public Opinion and Political Participation. A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics. An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

310. International Law and Organizations. An introduction to the concepts of law among nations and an examination of the development, structure, and functions of international organizations. 3-0-3.

311. European Government and Politics. A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations. A study of the governments, politics, and political problems of emerging nations. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

320. Constitutional Law. A study of principles and leading cases with emphases on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. 3-0-3.

GEOGRAPHY

101. Introduction to Geography. Essentially a course in physical geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form in the geographic setting. 3-0-3.

102. World Regions. The study of the physical and human geography of various world regions. 3-0-3.

201. Geography of the United States and Canada. The study of the physical and human geography of Anglo-America. 3-0-3.

202. Cartography. Practical experience in map interpretation, map projection, map construction, and methods of portrayal. 3-1-3.

301. Social Geography. The geography of population characteristics, migration patterns, education, religion, recreation, communication, land tenure, rural settlement patterns, and cultural diffusion. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

320. Environment and Man. A study of the two-way relationship between man and his environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

402. Urban Geography. A geographical analysis of urban centers, from villages to metropolitan communities, with a view to understanding problems of site, situation, internal structure, and urban function. 3-0-3.

SOCIOLOGY

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis upon scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

497, 498. Internship in Sociology. Three hours credit may apply to the student's Major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

Department of History

The objectives of the Division are also those of the Department of History.

DEGREE REQUIREMENTS

The Bachelor of Arts Degree
With a Major in History

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A. See p. 67)	40-52
MAJOR The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.	30
SUPPORTIVE STUDIES Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology, and Sociology.	18
COMPLEMENTARY ELECTIVES These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	25-9
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

101. Survey of Modern Western Civilization, 1500-1815. 3-0-3.*

102. Survey of Modern Western Civilization since 1815. 3-0-3.

201. Survey of United States History to 1877. 3-0-3.

202. Survey of United States History since 1877. 3-0-3.

300. Greek Civilization. (See Greek 300). 3-0-3.

301. Roman Civilization. (See Latin 301). 3-0-3.

303. Jewish Civilization. (See Hebrew 303). 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

310. The Ancient World to the Fall of Rome. 3-0-3.

311. Medieval Europe. 3-0-3.

312. The Renaissance and Reformation. 3-0-3.

314. Diplomatic History of the United States. 3-0-3.

315. The United States during the Colonial Period. 3-0-3.

317. The Old South. 3-0-3.

320. Ethnic Communities in United States History. 3-0-3.

322. Early and Medieval Christianity. (See Religion 322). 3-0-3.

323. Modern Christianity. (See Religion 323). 3-0-3.

330. Europe from 1648 to 1815. 3-0-3.

331. Europe from 1815 to 1918. 3-0-3.

332. Europe since 1914. 3-0-3.

337. History of England before 1689. 3-0-3.

338. History of England since 1689. 3-0-3.

341. The United States in the Twentieth Century. 3-0-3.

345. North Carolina History. 3-0-3.

346. The Civil War and Reconstruction. 3-0-3.

352. Survey of Latin American History. 3-0-3.

362. History of the Soviet Union since 1917. 3-0-3.

371. History of Modern Japan. 3-0-3.

372. History of Modern China. 3-0-3.

380. Modern Germany since 1789. 3-0-3.

410. English Constitutional History to 1689. 3-0-3.

412. History of the Middle East since 1500. 3-0-3.

413. History of Africa since 1500. 3-0-3.

414. History of Modern India and Pakistan. 3-0-3.

420. The Westward Movement in United States History. 3-0-3.

495-496. Problems and Interpretations of History. An honors course open to Senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of man. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C. See p. 67)	40-52
Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	
MAJOR—(36 hours, 6 counted on Basic Course Requirements)	30
Psychology 201, 206, 305, 307, and 397 are required. Fifteen hours must be earned at the 400 level.	
SUPPORTIVE STUDIES	15
To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CHAPEL	0-4
Total	128

DESCRIPTION OF COURSES

201. General Psychology. A survey of psychology as the scientific study of behavior. The areas treated include learning, interpretive behavior, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.*

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

206. Developmental Psychology. The psychological evolution of the individual through the life span and the effect of the bio-social field on his evolution. Prerequisite: Psychology 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psychology 201. 3-0-3.

302. Adolescent Psychology. The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. Prerequisite: Psychology 201. 3-0-3.

303. Educational Psychology. A problem-centered approach to the application of psychological principles to the educational process. Participants gain experience in stating, discussing, and writing solutions to problems presented in script form. Prerequisites: Psychology 201 and 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisites: Psychology 201 and 206. 3-0-3.

307. Physiological Psychology. An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. Prerequisites: Psychology 201 and 206. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion. (See Religious Education 374.) 3-0-3.

396. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology. Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisites: Psychology 201, 206, and 305. 3-0-3.

402. Introduction to Counseling. The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisites: Psychology 201, 206, 305, and 401. 3-1-3.

403. Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisites: Psychology 201 and 206. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisites: Psychology 201 and 206 or 301. 3-0-3.

441. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. Prerequisites: Psychology 201 and 206. 3-0-3.

444. Psychological Measurement and Appraisal. An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisites: Psychology 201 and 206. 3-0-3.

491, 492, 493. Seminar in Psychology. 1-0-1, 2-0-2, 3-0-3.

495. 496. Independent Study. An indepth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3.

497, 498. Internship in Psychology. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

ASSOCIATE DEGREE PROGRAM

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of three specialties may be chosen in Business. These are General Business, Secretarial Science, and Church Secretarial Science. See the Department of Business Administration for details.

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the Program should be a liberally educated contributing member of society.

The faculty believes that technical education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as he relates to self and fellow man.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and social sciences with objectives which encompass the promotion of physical and emotional well-being, care and rehabilitation of the ill, and comfort and support of the dying.

The technical nurse is a learner-practitioner who continues to acquire and redefine skills as social and technological advances are made in the health sciences.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with patients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships.
2. To understand the role of the associate degree nurse and his/her functions in nursing.
3. To know facts and principles of the physical, biological, and social sciences which form a basis for nursing.
4. To demonstrate beginning skill in the utilization of nursing knowledge.
5. To demonstrate skill in problem-solving in nursing and in the maintenance of health.
6. To be aware of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

DEGREE REQUIREMENTS

The Associate in Arts Degree, Leading to Licensure

First Year	*Semester Hours*
Biology 203, 204	6
Biology 206	4
English 101	3
Nursing 101, 102	14
Physical Education	1
Psychology 201, 206	6
	34

Second Year	*Semester Hours*
Religion 101 and 102	6
English 102	3
Nursing 201, 202, 290	21
Sociology 201	3
Physical Education	1
	34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.

DESCRIPTION OF COURSES

101. Fundamentals of Nursing. A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the technical nurse. 5-4-6.

102. Nursing Intervention I. A study of health care during selected stressful situations focusing on the ill child, the person having surgery, and selected health problems: altered cellular metabolism, and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-8.

201. Nursing Intervention II. A study of health care during the maternity cycle and selected stressful situations focusing on specific health problems. The course is developed around a family-centered philosophy of nursing care. Prerequisite: Nursing 101-102. 5-12-9.

202. Nursing Intervention III. A study of common health problems: the care of people with altered oxygenation and patterns of behavior. Clinical laboratory experience in comprehensive nursing serve to facilitate the integration of concepts gained. Prerequisite: Nursing 101-102. 5-12-9.

290. Nursing Seminar. A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the associate degree nurse. Prerequisite: Nursing 101-102. 3-0-3.

SPECIAL DEGREE PROGRAM

Gardner-Webb College has entered into an agreement with the Bowman Gray School of Medicine of Wake Forest University whereby students may earn the Bachelor of Science degree in Medical Technology.

The agreement provides that the student will do three years' work at the College and his final year of study, a full calendar year, at Bowman Gray. The degree will be granted by Gardner-Webb College.

DEGREE REQUIREMENTS

The Bachelor of Science Degree
With a Major in Medical Technology

BASIC COURSE REQUIREMENTS (Group B. See p. 67)	48
The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 101 and 104. Mathematics 111 is required and will satisfy the Mathematics requirement.	
MAJOR	32
To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine.	
SUPPORTIVE STUDIES	21
Biology 203, 204, 206, Chemistry 201, 202, and Mathematics 112 are required.	
COMPLEMENTARY ELECTIVES	15
To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	
FREE ELECTIVES	12-9
Physics 201 and 202 are recommended for male students. Biology 301, 302, Chemistry 401, and 402 are recommended for all students.	
CHAPEL	0-3
Total	128



ACADEMIC CALENDAR

1974-75

FIRST SEMESTER

August	17	Saturday – Arrival of New and Transfer Students.
August	18	Sunday – Worship Service and Parents' Orientation.
August	19	Monday – Orientation of New and Transfer Students.
August	20	Tuesday – Orientation continued; Registration of New Students: Freshmen and New Transfers.
August	21	Wednesday – Registration of Returning Students: Seniors, Juniors, Sophomores, and Freshmen.
August	22	Thursday, 8:00 a.m. – Full Class Schedule.
August	29	Thursday, 8:00 p.m. – Faculty-Student Reception.
September	9-13	Monday through Friday – Fall Revival.
October	10, 11	Thursday and Friday – Mid-term Reports.
October	18	Friday – Founders Day.
October	19	Saturday – Homecoming Day.
November	27	Wednesday, after classes – Thanksgiving Holidays begin.
December	2	Monday – 8:00 a.m. – Classes resume.
December	6	Friday – Examination Study Period.
December	7-13	Saturday through Friday – First Semester Examinations.

SECOND SEMESTER

January	6	Monday – Boarding students return.
January	7, 8	Tuesday and Wednesday – Registration.
January	9	Thursday, 8:00 a.m. – Classes resume.
February	10-14	Religious Emphasis Week.
March	6, 7	Thursday and Friday – Mid-term Reports.
March	7	Friday, after classes – Spring Holidays begin.
March	17	Monday, 8:00 a.m. – Classes resume.
March	19-21	Pastors' Conference.
March	28	Friday, after classes – Easter Holidays begin.
April	1	Tuesday, 8:00 a.m. – Classes resume.
April	26	Saturday, 3:00 p.m. – Spring Jubilee.
May	9	Friday – Examination Study Period.
May	10-16	Saturday through Friday – Second Semester Examinations.
May	17	Saturday, 7:00 p.m. – Alumni Banquet.
May	18	Sunday, 11:00 a.m. – Baccalaureate Sermon.
May	18	Sunday, 3:00 p.m. – Graduation.

1975-76

FIRST SEMESTER

August	23	Saturday – Arrival of New and Transfer Students.
August	24	Sunday – Worship Service and Parents' Orientation.
August	25	Monday – Orientation of New and Transfer Students.
August	26	Tuesday – Orientation continued; Registration of New Students: Freshmen and New Transfers.
August	27	Wednesday – Registration of Returning Students: Seniors, Juniors, Sophomores, and Freshmen.
August	28	Thursday, 8:00 a.m. – Full Class Schedule.
September	4	Thursday, 8:00 p.m. – Faculty-Student Reception.
September	8-12	Monday through Friday – Fall Revival.
October	16, 17	Thursday and Friday – Mid-term Reports.
October	24	Friday – Founders Day.
October	25	Saturday – Homecoming Day.
November	26	Wednesday, after classes – Thanksgiving Holidays begin.
December	1	Monday, 8:00 a.m. – Classes resume.
December	12	Friday – Examination Study Period.
December	13-19	Saturday through Friday – First Semester Examinations.

SECOND SEMESTER

January	5	Monday – Boarding students return.
January	6, 7	Tuesday and Wednesday – Registration.
January	8	Thursday, 8:00 a.m. – Classes resume.
February	9-13	Religious Emphasis Week.
March	4, 5	Thursday and Friday – Mid-term Reports.
March	5	Friday, after classes – Spring Holidays begin.
March	15	Monday, 8:00 a.m. – Classes resume.
March	23-25	Pastors' Conference.
April	16	Friday, after classes – Easter Holidays begin.
April	20	Tuesday, 8:00 a.m. – Classes resume.
May	1	Saturday, 3:00 p.m. – Spring Jubilee.
May	7	Friday – Examination Study Period.
May	8-14	Saturday through Friday – Second Semester Examinations.
May	15	Saturday, 7:00 p.m. – Alumni Banquet.
May	16	Sunday, 11:00 a.m. – Baccalaureate Sermon.
May	16	Sunday, 3:00 p.m. – Graduation.

SUMMER SESSIONS

1975

First Term

June	9	Monday—Registration.
June	10	Tuesday—Classes begin.
July	11	Friday—First Term ends.

Second Term

July	12	Saturday—Registration.
July	14	Monday—Classes begin.
August	16	Saturday—Graduation.

1976

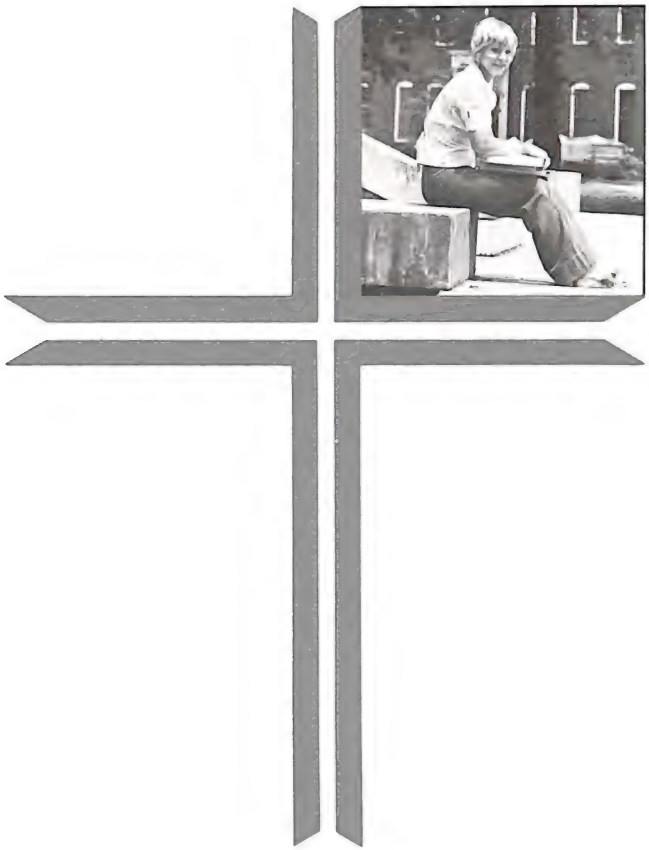
First Term

June	7	Monday—Registration.
June	8	Tuesday—Classes begin.
July	9	Friday—First Term ends.

Second Term

August	10	Saturday—Registration.
July	12	Monday—Classes begin.
July	14	Saturday—Graduation.

REGISTRY



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Morganton, N. C.
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Shelby, N. C.
Donald E. Greene
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Arthur Smith

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Secretary, President's Office	Mrs. Joann W. Lutz

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Assistant to the Executive Vice President and Dean of the College	Mrs. Diane H. Packard, B.A.
Assistant Dean	Dan W. Proctor, Th.D.
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Manager, Data Processing Department	Boyce B. Hensley, B.S.
Secretary	Miss Ina Jean McDowell

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Secretary	Mrs. Polly Wylie
Secretary (Records)	

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Admissions Counselor	T. Wayne Smith, B.S.
Secretary	Mrs. Freddie R. Sisk
Secretarial Assistant	Mrs. Mary Ann Moffitt

LIBRARY

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Assistant Librarian—Cataloging	Mrs. Joy Y. Sandifer, M.L.S.
Assistant Librarian—Reference and Circulation	Mrs. Joy K. Hays, M.L.S.
Assistant Librarian—Periodicals and Reference	Mrs. Mary Craven Smith, M.Ln.
Assistant Librarian—Acquisitions	Mrs. Mary Jo Bracken, M.L.S.
Library Assistant, Acquisitions	Mrs. La Lene H. Washburn
Secretary in the Library	Mrs. Wilma H. Blanton, M.S.
Secretarial Assistant	Mrs. Grace C. Harmon
Secretarial Assistant	Mrs. Mary B. Jones
Secretarial Assistant	Mrs. Judy Bryant
Secretarial Assistant	Mrs. Vicki S. Walker

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Assistant College Minister	Reginald K. Alexander, M.R.E.
Secretary	Mrs. Rhonda B. Bartee

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Assistant Business Manager	Clyde E. Beasley, M.R.E.
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Secretarial Assistant	Mrs. Louise J. Jolley
Secretarial Assistant	Mrs. Dot Morgan
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Mail and Mimeograph Room Clerk	Mrs. Debbie Crow, A.A.

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Assistant Manager	Mrs. Catherine B. Jolley

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Superintendent of Buildings and Grounds	J. Horace Scruggs
Assistant Superintendent of Buildings and Grounds	Willie Hall
Assistant in Physical Plant Operations	Julius Hoyle
Assistant in Physical Plant Operations	Clifford Ledford
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Security Officer	Paul M. Magill
Security Officer	Kenneth E. Hamilton

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Coordinator of Development and Athletics	Edwin C. Holbrook, M.A.
Division Office Manager	Mrs. Janelle H. Hicks
Director of Development and Alumni	Jerry R. Walker, B.S.
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Secretarial Assistant	Mrs. Gail A. Styers
Director of Public Relations	William E. Boyd, B.D.
Secretary	Mrs. Mildred B. Poston, A.A.
Director of Denominational Relations and Deferred Giving	J. Roy Robinson, D.D.

Associate Athletic Director and
Executive Secretary, Bulldog Club ..... Ron D. Hooper, M.A.
Assistant to the Athletic Director ..... Warren G. Ariail, A.B.
Assistant in the Athletic Department ..... Kenneth R. Daves, M.A.
Assistant in Student Athlete Recruitment ..... Roger D. Banks, B.S
Secretary, Athletic Department, Bulldog Club ..... Miss Nellie S. Jolley

OFFICE OF COORDINATOR OF STUDENT PERSONNEL SERVICES

Coordinator of Student Personnel Services ..... William J. Briggs, M.A.
Secretary ..... Mrs. Margaret King, B.S.M.
Director of Student Activities and Placement ..... Thomas C. Poston, M.A.
Secretary ..... Mrs. Kay Carter
Director of Counseling ..... Arthur Raymond Pople, III, M.R.E.
Director of Men's Services ..... L. Martin Banner, B.S.
Director of Women's Services ..... Miss Ruth C. Kiser, M.A.
Secretary ..... Mrs. Maxine Parsons

DORMITORIES

Residence Director, Stroup ..... Mrs. Louise R. Jenkins
Residence Director, Nanney ..... Mrs. Jewel C. Goodwin
Residence Director, H.A.P.Y. ..... Mrs. Isabel B. Harkins
Residence Director, Decker ..... Mrs. Elizabeth M. Felsberg

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Associate Director ..... George R. Cribb, Ed.D.
Assistant Director ..... William E. Boyd, B.D.

FACULTY

ERNEST EUGENE POSTON (1959)*, Ph.D., President of the College

A.A., Gardner-Webb College; B.A., Wake Forest University; M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, Southern Baptist Theological Seminary.

THOMAS JEFFERSON McGRAW (1962), M.A., Executive Vice President and Dean of the College

Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University.

ROBERT WHITE ABRAMS (1962), B.D., Director of Admissions

A.A., Gardner-Webb College; A.B., Wake Forest University; B.D., Southern Baptist Theological Seminary.

REGINALD KEITH ALEXANDER (1973), M.R.E., Assistant College Minister

A.A., B.S., Gardner-Webb College; M.R.E., Southern Baptist Theological Seminary.

GARLAND H. ALLEN (1961), Th.D., Professor, Religion, History

B.A., Ouachita Baptist College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1939), M.A., Associate Professor, Business

A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), Ph.D., Chairman, Department of Foreign Languages and Literature; Professor, French

A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

DECK W. ANDREWS (1962), M.S.B.A., Chairman, Division of Business and Economics; Chairman, Department of Business Administration; Professor, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional Study, Appalachian State University, Western Carolina University.

WARREN G. ARIAIL, JR. (1972), Assistant to the Athletic Director

A.B., Wofford College; Additional Study, Eastern School of Physical Therapy, Indiana University.

ROGER D. BANKS (1971), B.S., Assistant in Student Athlete Recruitment

B.S., Gardner-Webb College; Additional Study, Appalachian State University.

DORIS VANCE BANNER (1970), M.A., Assistant Professor, Mathematics

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, University of North Carolina–Asheville, Clemson, University, Appalachian State University.

LUTHER MARTIN BANNER (1970), B.S., Director of Men's Services

B.S., Appalachian State University; Additional Study, Western Carolina University.

**The date after a name indicates the first year at Gardner-Webb College*

CLYDE E. BEASLEY (1971), M.R.E., Assistant Business Manager

B.A., Carson-Newman College; M.R.E., Golden Gate Baptist Theological Seminary; Additional Study, University of California.

GILMER WARREN BLACKBURN (1968), M.A., Assistant Professor, History

A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D. Candidate, University of North Carolina–Chapel Hill.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Chairman, Division of Education; Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education

A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Associate Professor, English

B.S., Western Carolina University; M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina–Chapel Hill.

WILMA H. BLANTON (1973), M.S., Secretary in the Library

B.S., East Tennessee State University; M.S., University of Tennessee.

WILLIAM E. BOYD (1969), B.D., Director of Public Relations

B.S., University of Florida; B.D., Southern Baptist Theological Seminary; Additional Study, University of Tennessee.

MARY JO BRACKEN (1974), M.L.S., Assistant Librarian, Acquisitions

A.B., Manhattanville College; M.L.S., Simmons College; Additional Study, Boston State College.

LOIS BULL BRADLEY (1967), B.S., Instructor, Nursing

R.N., B.S., Lenoir Rhyne College–Grace Hospital School of Nursing; Additional Study, Lenoir Rhyne College.

WILLIAM J. BRIGGS (1971), M.A., Coordinator of Student Personnel Services

B.S., Pfeiffer College; M.A., Western Carolina University; Additional Study, Michigan State University.

JOYCE COMPTON BROWN (1966), Ph.D., Associate Professor, English

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

LESLIE MORRIS BROWN (1966), Ph.D., Associate Professor, Biology

B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

RAY KENT BRUMBAUGH (1972), M.S., Instructor, Psychology

B.S., Juniata College; M.S., Acadia University (Nova Scotia).

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health Education, Physical Education; Head Baseball Coach

B.S., Pfeiffer College; M.A., Appalachian State University.

RANDOLPH ERWIN CAROTHERS (1968), Ed.D., Chairman, Department of Education; Professor, Education

B.S., Presbyterian College; M.A., University of South Carolina; Ed.D., Florida State University; Additional Study, Appalachian State University, University of North Carolina–Chapel Hill, North Carolina State University, Winthrop College.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology, Speech

A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina–Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina–Chapel Hill, Western Carolina University.

WALLACE REID CARPENTER (1964), M.A., Chairman, Department of Data Processing; Associate Professor, Data Processing, Business

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, IBM School of Computer Science.

RALPH LOGAN CARSON (1973), Th.M., Assistant Professor, Religion

A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D. Candidate, Drew University.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry

B.S., Clemson University; M.A.T., Converse College; Additional Study, Clemson University.

RICHARD GEORGE CHALCRAFT (1969-71; 1974) Ph.D., Associate Professor, Geology

B.A., University of Buffalo; M.S., University of North Carolina; Ph.D., University of North Carolina – Chapel Hill.

JEFFREY CHIT-FU CHANG (1966), M.S., Associate Professor, Mathematics

B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Ancient Languages and Literature

B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina–Chapel Hill; Additional Study, University of North Carolina–Chapel Hill.

J. DEWBERRY COPELAND (1972), Ed.D., Professor, Business, Economics

B.S., M.A., University of Florida; Ed.D., New York University.

BETTY SMITH COX (1968), Ph.D., Chairman, Department of English Language and Literature; Professor, English

Averett College; Ph.B., Northwestern University; M.A., Ph.D., University of Pittsburgh; Postdoctoral Research, University of California–Los Angeles.

CHARLES WRIGHT COX (1968), Ph.D., Professor, Theatre Arts, Speech

B.A., Roanoke College; M.A., Cornell University; Ph.D., Northwestern University; Additional Study, School of Radio Technique, The Television Workshop, New York City.

BARBARA JENSEN CRIBB (1969), M.Ed., Assistant Professor, Education, Art

B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University.

GEORGE ROBERT CRIBB (1969), Ed.D., Chairman, Department of Fine Arts; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky, University of York (England).

ALICE RAE CULLINAN (1974), Ed.D., Assistant Professor, Religious Education, Religion

B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

STEVE EVANS CURTIS (1973), M.A., Instructor, Health Education, Physical Education; Assistant Football Coach

B.S., Appalachian State University; M.A., Western Carolina University.

KENNETH RAY DAVES (1966), M.A., Assistant Professor, Health Education, Physical Education; Assistant in the Department of Athletics

B.S., M.A., Appalachian State University.

RAYMOND LESTER DAVIS (1972), Admissions Counselor

B.S., Gardner-Webb College.

ROBERT LEE DECKER (1970), M.R.E., M.A., Assistant Professor, Music

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University.

HUBERT CONRAD DIXON (1935), M.A., Chairman, Division of Mathematics and Natural Sciences; Chairman, Department of Mathematics and Physics; Professor, Mathematics

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill; Additional Study, Clemson University, Florida State University, Vanderbilt University.

JOHN R. DRAYER (1973), Th.D., Assistant Professor, Religion

B.A., Belmont College; B.D., Th.M., Th.D., Southern Baptist Theological Seminary.

ANTHONY FINLEY EASTMAN (1966), Ph.D., Associate Professor, History

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

DOROTHY W. EDWARDS (1946), A.B., Registrar

A.A., Gardner-Webb College; A.B., Meredith College.

MARGARET M. FARFOUR (1973), B.S., Instructor, Nursing

B.S., Duke University.

JAMES WALTER FITE (1964), M.A., Associate Professor, Biology

B.S., M.A., Appalachian State University; Additional Study, Indiana University, University of South Carolina.

CHARLES WILLIAM (BUDDY) FREEMAN (1968), B.D., College Minister

A.A., Gardner-Webb College; B.A., Carson-Newman College; B.D., Southeastern Baptist Theological Seminary.

WILLIAM HARDIN FREEMAN (1972), Ph.D., Assistant Professor, Health Education, Physical Education

B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon.

ROGER GARY GADDIS (1974), Ph.D., Associate Professor, Psychology

B.A., University of North Carolina – Charlotte; M.A. University of Tennessee; Ph.D., University of South Carolina.

NETTIE RAYLE GIDNEY (1945; 1953), M.A., Assistant Professor, Voice

Guilford College; B.M., Westminster Choir College; M.A., Appalachian State University; Additional Study, Wesleyan College, Private Voice Study (eight years), Ernest Brown.

BENITO RAMON GONZALEZ-QUEVEDO (1971), Ph.D., Assistant Professor, Spanish

B.A., Universidad Central L.V., Cuba; M.A., Ph.D., University of North Carolina–Chapel Hill; Additional Study, Universidad Internacional (Mexico).

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Data Processing, Business

B.S., M.A., Appalachian State University; Additional Study, IBM School of Computer Science.

NELL SELF GRIGGS (1965), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University.

HOWARD CONLEY HAIRE (1973), Ph.D., Assistant Professor, Business

B.S., M.S., Catholic University; Ph.D., Walden University; C.P.A.

**BARRY EDMOND HAMBRIGHT (1969), M.A., Assistant Professor, History, Political Science

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D. Candidate, University of South Carolina.

MICHAEL A. HARRELSON (1968), Ph.D., Chairman, Department of Biology, Chemistry, and Geology; Professor, Biology

A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia; Additional Study, Bowling Green State University.

JOY K. HAYS (1973), M.L.S., Assistant Librarian, Reference and Circulation

B.S., Northwestern University; M.L.S., Drexel University; Additional Study, University of British Columbia (Vancouver, B.C.).

BOYCE BRISCOE HENSLEY (1973), B.S., Manager, Data Processing Department

B.S., Gardner-Webb College.

JAMES P. HENSON (1957-62; 1968), Ed.D., Chairman, Department of Psychology; Professor, Psychology

A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

***On leave.*

ELIZABETH EGGERS HILL (1963-65; 1966), M.A., Assistant Professor, Music

B.S., M.A., Appalachian State University; Additional Study, Westminster Choir College.

JERRY RANDOLPH HILL (1963), D.M.E., Associate Professor, Music

B.S., M.A., Appalachian State University; D.M.E., University of Oklahoma.

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

EDWIN CHARLES HOLBROOK (1964), M.A., Coordinator of Development and Athletics; Head Basketball Coach

A.B., Lenoir Rhyne College; M.A., Appalachian State University.

RON DALE HOOPER (1968-69; 1970), M.A., Associate Athletic Director and Executive Secretary, Bulldog Club; Assistant Basketball Coach

B.S., University of North Carolina–Chapel Hill; M.A., Appalachian State University.

DANIEL HUMMEL HOSLER (1969), Ph.D., Chairman, Division of Social and Behavioral Sciences; Chairman, Department of History; Professor, History

B.Sc.Ed., Ohio State University; M.A., Ph.D., University of Wisconsin.

JOE BEN HOYLE (1972), M.A., Instructor, Business

B.A., C.P.A., Duke University; M.A., Appalachian State University.

SYLVIA FLACK HUNT (1974), B.S., Instructor, Nursing

B.S., Winston-Salem State University.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S., Chairman, Department of Associated Social Sciences; Professor, Social Science

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University.

PAUL WISEMAN JOLLEY (1962), Ed.D., Professor, Mathematics

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina–Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology

B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of Colorado, University of North Carolina–Chapel Hill, University of Tennessee.

RUTH C. KISER (1961-64; 1969), M.R.E., M.A., Director of Women's Services

A.A., Wingate College; B.S., Carson-Newman College; M.R.E., New Orleans Baptist Theological Seminary; M.A., Appalachian State University.

ROBERT L. LAMB (1962), D.R.E., Professor, Religious Education, Religion

B.A., Stephen F. Austin State College; M.R.E., D.R.E., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College, Baylor University, University of Houston, North Carolina State University, Appalachian State University.

GRACE CRAIG LEE (1965), M.N.A., Director, Nursing

R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.N.A., University of North Carolina–Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

JOHN THURMAN LEWIS (1964), Th.D., Chairman, Division of Humanities; Professor, Religion, Ancient Languages and Literature

B.A., Mississippi College; B.D., Th.D., New Orleans Baptist Theological Seminary; M.A., Johns Hopkins University; Additional Study, Baltimore Hebrew College.

BETH POSTON LINDEMANN (1973), Manager, Bookstore

B.A., Campbell College.

LEONARD GEORGE LITTON, JR. (1970), M.A., Associate Professor, Health Education, Physical Education; Head Football Coach

B.S., M.A., East Tennessee State University.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business

B.S.S.A., University of North Carolina–Greensboro; M.A., Appalachian State University.

HELYN GOODE LOWERY (1971), M.A., Assistant Professor, Business

Gardner-Webb College; B.S., Limestone College; M.A., Appalachian State University; Additional Study, University of Georgia.

MELVIN ROSCOE LUTZ, JR. (1969), M.A., Assistant Professor, Ancient Languages and Literature

A.A., Gardner-Webb College; B.A., Mars Hill College; M.A., Florida State University; Additional Study, Florida State University.

WILBUR RAY McBRIDE (1968), M.Ed., Associate Professor, Physics, Mathematics

A.B., Wofford College; M.Ed., University of North Carolina–Chapel Hill; Additional Study, Wofford College, Converse College, University of Arkansas, University of Michigan, University of Kansas, University of New Mexico.

CHARLES ERNEST MACK, JR. (1966), A.B., Coordinator of Business Affairs and Business Manager

A.A., Gardner-Webb College; A.B., Catawba College.

ALTON H. (BILL) MALONE (1969), M.S.L.S., Library Director

B.A., Carson-Newman College; M.S.L.S., University of Illinois.

LEROY FRANCIS McDONALD (1973), J.D., Assistant Professor, Economics

B.A., M.A., LL.B., J.D., Boston University.

ROBERT EARLE MORGAN (1967), Ph.D., Associate Professor, French, Mathematics

A.B., Lenoir Rhyne College; M.Ed., Ph.D., University of North Carolina–Chapel Hill; Additional Study, University of North Carolina–Chapel Hill.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of North Carolina, Duke University, University of Wyoming, North Carolina State University.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religious Studies and Philosophy; Professor, Religion

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburgh (Scotland), Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History; Administrative Assistant

B.A., M.A., Ph.D., The Tulane University of Louisiana.

THIRLEN OSBORNE (1957), M.A., Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D. Candidate, University of North Carolina–Chapel Hill.

DIANE HICKS PACKARD (1967), B.A., Assistant to the Executive Vice President and Dean of the College

A.A., Gardner-Webb College; B.A., Limestone College.

CLARENCE SHERMAN PARRISH (1970), Ph.D., Associate Professor, Chemistry

A.B., Berry College; Ph.D., University of Mississippi.

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary.

LINDA HESTER PHILLIPS (1972), Instructor, Nursing

R.N., B.S., Lenoir Rhyne College.

ARTHUR RAYMOND POPLE, III (1974), M.R.E., Director of Counseling

B.A., Mississippi College; M.R.E., Southwestern Baptist Theological Seminary; Ed.D. Candidate, Southwestern Baptist Theological Seminary.

THOMAS CLINTON POSTON (1969), M.A., Director of Student Activities and Placement

A.A., Gardner-Webb College; B.A., Limestone College; M.A., Appalachian State University; Additional Study, Furman University, Mercer University.

DAN W. PROCTOR (1969), Th.D., Assistant Dean

A.A., Southwest Baptist College; B.A., Howard Payne College; B.D., Th.D., Southwestern Baptist Theological Seminary.

LAUNITA EYE PROCTOR (1969), M.R.E., M.Ed., Assistant Professor, Health Education, Physical Education

A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor, Art

A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

DONALD EDWARD REED (1966), M.A., Assistant Professor, Geography

A.A., Thornton Junior College; B.A., Augustana College; M.A., University of Iowa; Additional Study, University of Tennessee.

ROBERT LEE REYNOLDS (1971), M.M., Instructor, Music

B.A., Campbellsville College; M.M., University of Kentucky; Additional Study, George Peabody College for Teachers.

J. ROY ROBINSON (1972), D.D., Director of Denominational Relations and Deferred Giving

Gardner-Webb College; B.S., Furman University; B.D., Southern Baptist Theological Seminary; D.D., Furman University.

LARRY L. SALE (1971), Ed.D., Professor, Education

B.S., M.A., Appalachian State University; Ed.D., Indiana University.

CHARLEY L. SANDIFER (1967), Th.M., M.A., Associate Professor, English

A.B., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.A., University of Mississippi; Ph.D. Candidate, University of Mississippi.

JOY YOUNG SANDIFER (1967), M.L.S., Assistant Librarian, Cataloging

B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Mississippi College, New Orleans Baptist Theological Seminary, Appalachian State University.

JOHN KENNETH SANFORD (1966), M.A., Instructor, Health Education, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D., Associate Professor, Education

B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor, Spanish

A.B., Lenoir Rhyne College; M.A.T., University of North Carolina–Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

STANLEY RICHARD SMEDLEY (1974), M.S., Instructor, Sociology

A.A., Wesley Junior College; B.S., Wittenburg University; M.S., North Carolina State University.

MARY CRAVEN FORD SMITH (1970), M.Ln., Assistant Librarian, Periodicals and Reference

B.S., East Carolina University; M.Ln., Emory University.

THOMAS WAYNE SMITH (1972), B.S., Admissions Counselor

B.S., Gardner-Webb College.

PAUL MITCHELL SORRELLS (1968), M.A., Assistant Professor, English

Gardner-Webb College; B.A., Lenoir Rhyne College, M.A., Western Carolina University; B.D., Southeastern Baptist Theological Seminary; Additional Study, University of North Carolina–Chapel Hill.

PAUL JOHN STACY (1941), B.S., Assistant Professor, Biology

B.S., Duke University; Additional Study, Duke Medical School.

WILLIAM B. STOWE (1965-68; 1969), M.A., Assistant Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D. Candidate, University of South Carolina.

JAMES KANIPE TAYLOR (1964), M.A., Assistant Professor, English

B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Indiana University of Pennsylvania; Ph.D. Candidate, Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science

B.S., M.A., Appalachian State University; Additional Study, University of North Carolina–Chapel Hill, University of Missouri, Appalachian State University.

JOHN ZACHARY TAYLOR (1974), M.A., Instructor, Physical Education; Assistant Football Coach

A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

SHIRLEY PUTMAN TONEY (1965), B.S., Instructor, Nursing

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., University of North Carolina – Chapel Hill; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., M.Div., Assistant Professor, Religion, Social Science

Gardner-Webb College; B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University.



SUSAN SUTTON UPCHURCH (1972), Instructor, Nursing
R.N., B.S.N., East Carolina University.

WILLIAM RICHARD WADDLE (1971), M.S., Assistant Professor, Business
B.S., M.S., Kansas State of Pittsburg; Additional Study, University of Nebraska.

JERRY RICHARD WALKER (1970), B.S., Director of Development and Alumni
A.A., Gardner-Webb College; B.S., Western Carolina University.

WILLIAM HARRILL WITHROW, SR. (1969), B.S., Assistant Professor, Political Science, Geography
B.S., U.S. Naval Academy; Ph.D. Candidate, University of North Carolina–Chapel Hill.

RANDOLPH A. WRIGHT (1970), M.M., Instructor, Music
B.M., Shenandoah Conservatory of Music; M.M., West Virginia University.

ALUMNI ASSOCIATION

Membership—All former students, graduates and non-graduates, are considered members of the Alumni Association.

Meetings—A general business meeting and banquet is held in the spring. Officers and directors have business meetings the third Saturday of the first month of each quarter.

Purpose—The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program—In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual Fund (Living Endowment).

Alumnus of the Year—Selection is made by the Board of Trustees of the college. The award is presented by the Chairman of the Board of Trustees in the spring.

Distinguished Service Awards—Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for:

Service to denomination and church,
Service to community,
Service to Gardner-Webb College.

GARDNER-WEBB COLLEGE

Enrollment 1973-74

	Men	*Women*	*Total*
1973 Summer School	282	238	520
Regular Session			
Seniors	222	107	329
Juniors	187	119	306
Sophomores	207	185	392
Freshmen	324	256	580
Specials	24	46	70
Regular Session Totals	964	713	1677
Grand Total	1246	951	2197

ROSTER OF GRADUATES

August 11, 1973

Associate in Arts

Jane Thompson Johnson, Nursing ..... Murphy, N. C.

Bachelor of Science

Timothy David Abercrombie, Health & Physical Education ..... Lyman, S.C.
Sami Farid Abu Dayyeh, Business Administration ..... Jerusalem, Israel
**Pamela McKee Allen, Early Childhood Education ..... Shelby, N.C.
Levonne Theodore Baker, Business Administration ..... Spindale, N.C.
**Andrea Huffstetler Beason, Health & Physical Education, Boiling Spring, N.C.
Karen Annice Bentley, Early Childhood Education ..... Fountain Inn, S.C.
William Bruce Bingham, Business Administration ..... Morganton, N.C.
Grady Ronald Blackwell, Data Processing ..... Shelby, N.C.
Vernon Earl Bonner, Health & Physical Education ..... Sumter, S.C.
John Thomas Bray, III, Psychology ..... Greenville, S.C.
Vickie Deck Dameron, Mathematics ..... Shelby, N.C.
Spencer Wayne Davis, Psychology ..... Forest City, N.C.
James Franklin Dietz, III, Business Administration ..... Shelby, N.C.
Sue Moss Dixon, Early Childhood Education ..... Gastonia, N.C.
Anna Schronce Downs, Business Education ..... Boiling Springs, N.C.
Timothy Joseph Frazer, Psychology ..... Mount Holly, N.C.
Ronald Dean Gosnell, Health & Physical Education ..... Gainesville, Ga.
Steven Lee Greene, Business Administration ..... Ellenboro, N.C.
Joe Frank Hayes, Jr., Business Administration ..... Travelers Rest, S.C.
John Steven Kirkham, Business Administration ..... Shelby, N.C.
Jack Richard Ledford, Health & Physical Education ..... Andrews, N.C.
James Stockton Lowery, Jr., Intermediate Education .... Winston-Salem, N.C.
Linda Carol Matheney, Intermediate Education ..... Cliffside, N.C.
William Lawrence Mauney, Jr., Business Administration, Kings Mountain, N.C.

****Magna Cum Laude***

Melissa Ann McClure, Health & Physical Education	Canton, N.C.
James Ray McLean, Jr., Psychology	Laurinburg, N.C.
Kay Spangler Miller, Early Childhood Education	Shelby, N.C.
Catherine Ann Millikan, Intermediate Education	Randleman, N.C.
Muriel Davis Mills, Intermediate Education	Shelby, N.C.
Ricardo Mogna, Data Processing	Caracas, Venezuela
Joel Thomas Moore, Business Administration	Henrietta, N.C.
Craig Morrison Morehead, Biology	Shelby, N.C.
Charles Martin Morris, Intermediate Education	Inman, S.C.
William Steven Overstreet, Psychology	Greer, S.C.
Sandra Lynn Payne, Data Processing	Belmont, N.C.
Deborah Gail Prescott, Intermediate Education	Columbia, S.C.
Lester Jordan Reynolds, Jr., Health & Physical Education	Charlotte, N.C.
Danny Ross Richardson, Business Administration	Walnut Cove, N.C.
Richard Holmes Rose, Health & Physical Education	Jekyll Island, Ga.
Jerry Carroll Smathers, Psychology	Canton, N.C.
Craig Alan Smith, Business Administration	Spartanburg, S.C.
Delores Kay Smith, Health & Physical Education	King, N.C.
Hugh Richard Smith, Business Administration	Spartanburg, S.C.
Thomas Wayne Smith, Psychology	Hudson, N.C.
Anthony F. Spagnolo, Health & Physical Education	Paterson, N.J.
David Andrew Stone, Business Administration	Landrum, S.C.
Claude Phillip Suttlemyre, Jr., Business Administration	Hickory, N.C.
*Jacque Wooten Weaver, Early Childhood Education	Boiling Springs, N.C.
Genevieve Wills, Business Administration	Virginia Beach, Va.
*Patricia Greene Wood, Intermediate Education	Forest City, N.C.

Bachelor of Arts

*Timothy Bernard Brittain, Religion	Shelby, N.C.
William Burgwyn Cooley, Social Science	Jackson, N.C.
Jerry Collins Evans, Religious Education	Cherryville, N.C.
John Arthur Fowler, Jr., Social Science	Spartanburg, S.C.
Carroll Franklin Garrett, Religion	Greenville, S.C.
Robert Donald Hendrick, Music Education	Shelby, N.C.
Samuel Alexander Holbrooks, Social Science	Shelby, N.C.
Elaine Annette Kiser, Social Science	High Point, N.C.
Thomas Craig Potter, History	Columbus, Ohio
John Daniel Sipe, Religion	York, S.C.
Scott Morris Stevenson, History	Belmont, N.C.
Glenn Reid Walker, Religion	Polkville, N.C.
William Paul Wallace, Jr., Social Science	Wallace, S.C.
Brenda Faye Wood, Music	Roanoke, Va.
*Jesse Thomas Yarbrough, Religion	Roxboro, N.C.

SUMMARY OF GRADUATES, August 11, 1973

	Men	*Women*	*Total*
Associate in Arts	0	1	1
Bachelor of Science	32	18	50
Bachelor of Arts	13	2	15
	45	21	66

*Cum Laude

December 15, 1973

Associate in Arts

Paul Wei-Sung Chang, Data Processing ..... Boiling Springs, N.C.
×Janet Lee Goodwin, Secretarial Science ..... Greenville, S.C.

Bachelor of Science

Robert Christopher Abernethy, Business Administration ..... Newton, N.C.
Joseph Leon Anthony, Data Processing ..... Elkin, N.C.
Steven Drum Arndt, Business Administration ..... Newton, N.C.
Clarence Edward Ash, Health & Physical Education ..... Kings Mountain, N.C.
Roger Alan Brown, Health & Physical Education ..... Easley, S.C.
Michael Wayne Byars, Data Processing ..... Gaffney, S.C.
**Timothy Bruce Champion, Mathematics ..... Lawndale, N.C.
Anant Cheimvichitt, Data Processing ..... Bangkok, Thailand
Mary Elizabeth Chiles, Business Administration ..... Greenville, S.C.
*Louise Carol Clontz, Early Childhood Education ..... Shelby, N.C.
Michael Alexander Crawford, Health & Physical Education ..... York, S.C.
Wayne Edwin Dover, Busines Administration ..... Shelby, N.C.
Dene LaRue Eller, Health & Physical Education ..... China Grove, N.C.
Betty Hardin Ellis, Intermediate Education ..... Grover, N.C.
Neil Alexander Ervin, Business Administration ..... Newton, N.C.
*Robert Leigh Ford, Business Administration ..... Hickory, N.C.
George Marvin Foster, Health & Physical Education ..... Arcadia, S.C.
Benjamin Earl Garrett, Business Education ..... Pelzer, S.C.
Martha Louise Gragg, Early Childhood Education ..... Lenoir, N.C.
Alphonso Marion Graves, Health & Physical Education ..... Cherryville, N.C.
*Issa Mikhael Hachem, Data Processing ..... Beirut, Lebanon
Robert Glen Hames, Business Administration ..... Hanover, Md.
Leroy Alexander Hamilton, Jr., Psychology ..... Simpsonville, S.C.
Maxwell Bly Hamrick, Jr., Business Administration ..... Boiling Springs, N.C.
Kathy Lynn Harmon, Intermediate Education ..... Chesnee, S.C.
Michael Ellis Holmes, Business Administration ..... Forest City, N.C.
Timothy Ray Laney, Business Administration ..... Catawba, N.C.
Teresa Helen Matkins, Early Childhood Education ..... Morganton, N.C.
Ronald Eugene McCrary, Psychology ..... Stanfield, N.C.
John Vernon McElheny, Jr., Health & Physical Education, Black Mountain, N.C.
Thomas Bruce McLaughlin, Health & Physical Education ..... Mooresville, N.C.
Barry Gene Medley, Data Processing ..... Gaffney, S.C.
Howard Michael Norris, Business Administration ..... Clinton, S.C.
Benjamin William Parrish, Business Administration ..... Belle Glade, Fla.
Bruce DeLane Putnam, Business Administration ..... Shelby, N.C.
Kenneth Othello Reid, Psychology ..... Charlotte, N.C.
Clyde Wayland Roberson, Business Education ..... Charlotte, N.C.
Dixie Banning Rodgers, Intermediate Education ..... Hendersonville, N.C.
Terry Washburn Royster, Early Childhood Education ..... Lattimore, N.C.
*Ronnie Alfred Self, Business Administration ..... Boiling Springs, N.C.

**Cum Laude*
***Magna Cum Laude*
×*Honor Graduate*

Darryl Lee Shope, Health & Physical Education ..... Candler, N.C.
**Michael Eugene Sisk, Mathematics ..... Shelby, N.C.
Michael Loranzo Smathers, Business Administration ..... Canton, N.C.
Thomas Edgar Sparks, Business Administration ..... Shelby, N.C.
Joseph Boyd Speight, Health & Physical Education ..... Albemarle, N.C.
Richard Larry Stevenson, Business Administration ..... Greenville, S.C.
Paula Padgett Sutherland, Intermediate Education ..... Shelby, N.C.
Georgianne Vick, Early Childhood Education ..... Tallahassee, Fla.
Julia Edna Walker, Early Childhood Education ..... Greenville, S.C.
Edward Leslie Warren, Business Administration ..... York, S.C.
Roy Payton Warren, Jr., Health & Physical Education ..... Gastonia, N.C.
James William Washburn, Health & Physical Education ..... Shelby, N.C.
Howard Randall Wilkinson, Psychology ..... Shelby, N.C.
Fred David Wilson, Data Processing ..... Maiden, N.C.
Ivan Earl Wilson, Jr., Health & Physical Education ..... Spartanburg, S.C.
Bonnie Ferguson Winburn, Early Childhood Education ..... Lancaster, S.C.

Bachelor of Arts

Denzil Adams, Religion ..... Smyrna, S.C.
Roger Parl Bright, Religion ..... Gaffney, S.C.
*Pamela McCall Carter, Music Education ..... Charlotte, N.C.
David Vaughn Clark, Social Science ..... Greenville, S.C.
Jackie Taylor Cole, Church Music ..... Campobello, S.C.
Tony Allen Eldreth, Social Science ..... Lansing, N.C.
Robert Fred Grant, Jr., Religious Education ..... Greenville, S.C.
Deborah Wolfe Harris, English ..... Shelby, N.C.
*Samala Annette High, English ..... Baltimore, Md.
James Stewart Hobernicht, Religion ..... Low Gap, N.C.
Michael Rodney Hughes, Social Science ..... Seneca, S.C.
Michael Howard Jamison, Religion ..... Sylva, N.C.
Isaac Daniel Messer, Religion ..... Clover, S.C.
Lonnie Raymond Nelson, Social Science ..... Rural Hall, N.C.
Eddie Lamar Taylor, Social Science ..... Rutherfordton, N.C.
Francine Kay Walter, Social Science ..... Charlotte, N.C.
James Mason Young, History ..... Clinton, S.C.

SUMMARY OF GRADUATES, December 15, 1973

	Men	*Women*	*Total*
Associate in Arts	1	1	2
Bachelor of Science	43	13	56
Bachelor of Arts	13	4	17
	57	18	75

Cum Laude
**Magna Cum Laude*

May 12, 1974

Associate in Arts

Betty Robertson Allen, Nursing ..... Gaffney, S.C.
×Betty Jean Behrns, Secretarial Science ..... Hamlin, N.Y.
Eva Lark Benfield, Nursing ..... Hickory, N.C.
Janet Nira Bolin, Nursing ..... Kings Mountain, N.C.
Deborah Lynn Brower, Nursing ..... Shelby, N.C.
Connie Dull Burnham, Nursing ..... Winston-Salem, N.C.
Sara Susanne Conner, Secretarial Science ..... Shelby, N.C.
Evelyn Kyle Countess, Nursing ..... Thomasville, N.C.
Sarah Stephens Crupper, Nursing ..... Fairfax Station, Va.
Ruth Hambright DeStaffno, Nursing ..... Gaffney, S.C.
Kimberley Kay Downs, Nursing ..... Charlotte, N.C.
Timothy Charles Grace, Nursing ..... Aiken, S.C.
Brenda Brooks Hawk, Nursing ..... Shelby, N.C.
Cheryl Ann Hotham, Nursing ..... Winston-Salem, N.C.
Janice Tericia Huntley, Nursing ..... Bat-Cave, N.C.
Debra Lynn Jones, Nursing ..... Shelby, N.C.
×Deborah Phipps Killian, Nursing ..... Greenville, S.C.
Joyce Dixon Lawhorne, Nursing ..... Woodruff, S.C.
Yvonne Michelle LeCronier, Nursing ..... New Monmouth, N.J.
×Mary Helen McCombs, Nursing ..... Shelby, N.C.
Dorothy Ager Mobley, Nursing ..... Shelby, N.C.
Rita Faye Mull, Nursing ..... Connelly Springs, N.C.
×Debra Annah Neely, Secretarial Science ..... Rutherfordton, N.C.
Augusta Gongetter Norris, Nursing ..... Gaffney, S.C.
×Marilyn Todd Payne, Secretarial Science ..... Charlotte, N.C.
Nell Shytle Scrism, Nursing ..... Waco, N.C.
Carolyn Elizabeth Stoltz, Nursing ..... Rural Hall, N.C.
Gwendolyn Lovelace Turner, Nursing ..... Shelby, N.C.
Pamela Brazile Upton, Nursing ..... Forest City, N.C.
Virginia Carol VanderBrook, Nursing ..... Miami, Fla.
Kay Ruth VanKampen, Nursing ..... Jacksonville, N.C.
Cynthia Diane Vassy, Nursing ..... Shelby, N.C.
LuAnn Parker Venable, Nursing ..... Winston-Salem, N.C.
Janice Smart White, Nursing ..... Bostic, N.C.
Marcia Ann Wilkerson, Secretarial Science ..... Cockeysville, Md.

Bachelor of Science

***Donna Kay Abrams, Mathematics ..... Boiling Springs, N.C.
Stephen Lee Adcox, Data Processing ..... Shelby, N.C.
Robert Kent Allen, Health & Physical Education ..... Canton, N.C.
James Ford Anderson, Business Administration ..... Greenville, S.C.
Ray Neil Anderson, II, General Science ..... Forest City, N.C.
Peggy Ann Atkinson, Early Childhood Education ..... Fairmont, N.C.
Kathy Starr Biddy, Intermediate Education ..... Taylorsville, N.C.

×*Honor Student*
***Summa Cum Laude*

Edward Clarence Bland, Biology ..... Gaffney, S.C.
Charles Timothy Bovender, Biology ..... Winston-Salem, N.C.
Connie Crook Bowman, Health & Physical Education ..... Polkville, N.C.
Gilbert Franklin Bowman, Jr., Health & Physical Education, Mount Airy, N.C.
Edwina Crossman Bradley, Intermediate Education ..... Rutherfordton, N.C.
Eugene McGee Breazeale, Business Administration ..... Gainesville, Ga.
Lindsey Franklin Brewer, Jr., Biology ..... Winston-Salem, N.C.
*Billy Joe Bridges, Business Administration ..... Shelby, N.C.
Ricky James Bullin, Business Administration ..... Lexington, N.C.
**Carol Jane Byerly, Intermediate Education ..... Lexington, N.C.
Harry Edwin Carson, Jr., Business Administration ..... Easley, S.C.
Clyde Stevenson Carswell, Health & Physical Education ..... Morganton, N.C.
Michael Ray Clark, Data Processing ..... Greensboro, N.C.
Garry Michael Cloer, Psychology ..... Salisbury, N.C.
Joe David Cooke, Business Administration ..... Shelby, N.C.
John Durant Crowder, III, Biology ..... Shelby, N.C.
James William Davis, Business Administration ..... Forest City, N.C.
Richard Brooks Davis, Business Administration ..... Matthews, N.C.
Larry Joe Diaz, Health & Physical Education ..... Virginia Beach, Va.
Marjorie Patterson Digh, Data Processing ..... Shelby, N.C.
**Marjorie Jane English, Early Childhood Education ..... Forest City, N.C.
**Patricia Marcielle Epley, Early Childhood Education ..... Lakeland, Fla.
William Richard Foster, Jr., Health & Physical Education ..... Lyman, S.C.
Julian Brockinton Fowler, Business Administration ..... Bennettsville, S.C.
Michael Everette Frye, Business Administration ..... Gaffney, S.C.
Danny Carlos Gambrell, Health & Physical Education ..... Greer, S.C.
Mary Sue Gentry, Early Childhood Education ..... Shelby, N.C.
Gregory Lee Glenn, Data Processing ..... Chesnee, S.C.
Steven Long Gray, Biology ..... Chapel Hill, N.C.
Thomas Ray Green, Business Administration ..... Forest City, N.C.
Grace White Greene, Early Childhood Education ..... Winston-Salem, N.C.
Maria Hewitt Grigg, Intermediate Education ..... Shelby, N.C.
Lydia Blanton Hamrick, Early Childhood Education ..... Shelby, N.C.
James Marvin Hance, Biology ..... Union, S.C.
Joyce Ann Harpe, Health & Physical Education ..... Valdosta, Ga.
John Grayson Harris, Business Administration ..... Winston-Salem, N.C.
Henry Thomas Hill, Business Administration ..... Lexington, N.C.
Vicki Diane Hinson, Business Education ..... Salisbury, N.C.
Catherine Starr Howle, Elementary Education ..... Mechanicsville, Va.
**Rebecca Bradley Hoyle, Business Education ..... Forest City, N.C.
Rubard Norman Ivey, Jr., Biology ..... Dillon, S.C.
Robert Durene Jacobs, Jr., Health & Physical Education ..... Cheraw, S.C.
Ricky Howard Josey, Psychology ..... Newton, N.C.
Elizabeth Sapp Kelley, Intermediate Education ..... Silver Spring, Md.
Rebecca Williams Kester, Early Childhood Education ..... Shelby, N.C.
Ligon Dean Kimbrell, Jr., Business Administration ..... Greer, N.C.
Bobby Marion Lail, Health & Physical Education ..... Shelby, N.C.
*Linda Lou Laughter, Intermediate Education ..... Rutherfordton, N.C.
Cecilia Gail Lawing, Intermediate Education ..... Morganton, N.C.
Jerry Patterson Ledford, Business Administration ..... Shelby, N.C.
**Larry Dean Ledford, Mathematics ..... Shelby, N.C.

**Cum Laude*
***Magna Cum Laude*

John Meredith Lee, Jr., Business Administration ..... Woodland, N.C.
Bradford Gene Ligon, Health & Physical Education ..... Salisbury, N.C.
**Jane Glenn Lipscomb, Intermediate Education ..... Boiling Springs, N.C.
George Timothy Livingston, Health & Physical Education ... Anderson, S.C.
Carroll Morris Lowder, Health & Physical Education ..... Albemarle, N.C.
Ann Cornwell McFadden, Psychology ..... Rock Hill, S.C.
Roger Lee McSwain, Health & Physical Education ..... Shelby, N.C.
**Nora Lee Morris, Intermediate Education ..... Deerfield, Va.
Janice Joan Morrow, Early Childhood Education ..... Forest City, N.C.
Kenneth Eugene Napier, Health & Physical Education ... Elizabethton, Tenn.
Charles Lynn Nixon, Biology ..... Charlotte, N.C.
Gary Norman Ogle, Health & Physical Education ..... Valdese, N.C.
Mary McDaniel Phillips, Intermediate Education ..... Mooresboro, N.C.
Brenda Whitesides Potts, Early Childhood Education ... Rutherfordton, N.C.
Alfred Eason Poston, Business Administration ..... Charlotte, N.C.
*James Edward Putnam, Busines Administration ..... Shelby, N.C.
Harold Keith Queen, Data Processing ..... Shelby, N.C.
Jane Ora Ratchford, Intermediate Education ..... Dallas, N.C.
Alex Richard Rhyne, Health & Physical Education ..... Mount Holly, N.C.
***Janice DeLane Sale, Business Administration ..... Shelby, N.C.
**Peggy Jones Scruggs, Biology ..... Cary, N.C.
Langston Jesse Shelton, III, Health & Physical Education ... Pearisburg, Va.
**Sharon Jacobs Shipley, Intermediate Education ..... Forest City, N.C.
Sandra Ann Shook, Psychology ..... Morganton, N.C.
Haskell David Sides, Biology ..... Denver, N.C.
Michael Russell Simmons, Business Administration ..... Walkertown, N.C.
James Everett Sims, Health & Physical Education ..... Danville, Ky.
*Sandra Darlene Smith, Early Childhood Education ..... Conover, N.C.
Robert Daniel Spillman, Busines Administration ..... Walkertown, N.C.
*David Michael Stevenson, General Science ..... Taylorsville, N.C.
Susan Rodgers Stokes, Biology ..... Winston-Salem, N.C.
Billy Wade Styers, Psychology ..... Lexington, N.C.
Ricky Stephen Swain, Health & Physical Education ..... Elkin, N.C.
James Arthur Swayney, Health & Physical Education ..... Cramerton, N.C.
Donna Alane Swope, Health & Physical Education ..... Fayetteville, N.C.
Sandra Elaine Thorne, Health & Physical Education ..... Spindale, N.C.
Charles Truman Timmons, Jr., Psychology ..... Greenville, S.C.
Earl Trent Tucker, Data Processing ..... Winston-Salem, N.C.
Larry Stephen Turner, Psychology ..... State Road, N.C.
John Michael Verble, Health & Physical Education ..... Mooresville, N.C.
Paula Huffstetler Walker, Health & Physical Education ..... Caroleen, N.C.
Ricky Stephen Warlick, Health & Physical Education ..... Maiden, N.C.
Sara N. Whetstine, Intermediate Education ..... Shelby, N.C.
Ronnie Charles Whisnant, Health & Physical Education ..... Shelby, N.C.
**Joy Patrick White, Mathematics ..... Shelby, N.C.
Richard Dale Winn, Business Administration ..... Boiling Springs, N.C.
Johannus David Wright, Jr., Business Administration ..... Gastonia, N.C.
Mary Lanita Wright, Early Childhood Education ..... Shelby, N.C.
Terry Wayne Vaughan, Data Processing ..... Shelby, N.C.
*Glenell Sims Young, Psychology ..... Henrietta, N.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

Bachelor of Arts

Fred Kline Adkins, Jr., Music Education ..... West Columbia, S.C.
*Gary Dallas Ball, Religion ..... Horse Shoe, N.C.
Alan Wayne Bandy, Religion ..... Maiden, N.C.
Danny Ray Blanton, Religious Education ..... Wallace, N.C.
*James Eugene Blanton, Religion ..... Spartanburg, S.C.
Linda O'Bryant Branscome, Religious Education ..... Reidsville, N.C.
Wanda Morrison Brittain, English ..... Cherryville, N.C.
Kenneth Eugene Brooks, Music Education ..... Ellenboro, N.C.
Lester Dennis Browning, Social Science ..... Mauldin, S.C.
*Jerry Calvin Burleson, Religion ..... Crossnore, N.C.
Teresa Ann Chandler, Music Education ..... Asheville, N.C.
Hammond Arthur Coates, Religious Education ..... Gladys, Va.
Caroline Coble Connor, Music ..... Shelby, N.C.
Amanda Joan Cook, Social Science ..... Clover, S.C.
Ray Hill Craig, Religion ..... Hudson, N.C.
William Louis Crawford, Religion ..... Great Falls, S.C.
Brenda Cheryl Davis, Church Music ..... Old Fort, N.C.
Oscar Junior Dodson, Religion ..... Forest City, N.C.
John Wesley Elliott, Music ..... Reidsville, N.C.
Curtis Ray England, Religion ..... Gastonia, N.C.
*Daphne Taylor Epps, Social Science ..... Mooresboro, N.C.
Larry William Fleming, Biblical Literature & Language ..... Clifton, S.C.
*Robert Loran Ford, Religion ..... Spartanburg, S.C.
Jo Ann Fowler, Music Education ..... Newton, N.C.
Gary Lynch Frazier, Religion ..... Forest City, N.C.
Jimmy William Galloway, Religion ..... Gastonia, N.C.
Charles Wilson Gee, Social Science ..... Denmark, S.C.
Carol Jean Gough, French ..... Clemmons, N.C.
*John Lee Gray, Biblical Literature & Languages ..... Reidsville, N.C.
Carlton Wayne Greene, Social Science ..... Greer, S.C.
Judy Lynne Greene, Spanish ..... Charlotte, N.C.
Kay Cabaniss Hamrick, English ..... Shelby, N.C.
Sarah Elizabeth Harrison, Social Science ..... Bostic, N.C.
*Nancy Carolyn Hicks, English ..... Chesnee, S.C.
Jerry Dean Hill, Religious Education ..... Lawsonville, N.C.
Beth Connor Honeycutt, French ..... Shelby, N.C.
Thomas Wayne Huddleston, Religious Education ..... Gastonia, N.C.
Noah Lee Hyde, Social Science ..... Pinnacle, N.C.
Charles Marion Ingram, Jr., Social Science ..... Cheraw, S.C.
William Arnet Kelley, Jr., Church Music ..... Lutherville, Md.
Gregory Taylor Killian, Social Science ..... Greenville, S.C.
*Sandra Jeanette Lawing, Social Science ..... Marion, N.C.
John Robert Lentz, Jr., Social Science ..... Forest City, N.C.
Jeffrey Phillip McNeill, Social Science ..... Raeford, N.C.
Deborah Ledford Melton, English ..... Shelby, N.C.
Sam Stephen Miller, Social Science ..... Spartanburg, S.C.
John Victor Morris, Religious Education ..... Charlotte, N.C.
Randolph McCraven Nash, Social Science ..... Charlotte, N.C.
Edna Kathy Nichols, Social Science ..... Camden, S.C.

**Cum Laude*

**Randall Edward Palmer, Social Science	Inman, S.C.
John Thomas Phillips, Religion	Horse Shoe, N.C.
Donna Sue Pressley, Religious Education	Easley, S.C.
John Charles Reep, Religion	Granite Quarry, N.C.
James David Russell, Religious Education	Statesville, N.C.
Rebecca Gail Sigmon, English	Maiden, N.C.
Jerry Michael Smith, History	Shelby, N.C.
Thomas Wesley Smith, Religion	Hudson, N.C.
Sharon Lynn Stafford, Social Science	Salisbury, N.C.
Richard Allen Suttle, Religious Education	Charlotte, N.C.
**Linda Jackson Swaim, Social Science	Elkin, N.C.
**Ronald Lee Taylor, Religion	Spartanburg, S.C.
Bobby Lane Thomas, Religion	Stanley, N.C.
Steven Bruce Tower, Religion	Charlotte, N.C.
Jerry Coleman White, Religion	Mooresboro, N.C.
*Steven Jay White, History	Greensboro, N.C.
Willard Dennis White, Social Science	Shelby, N.C.
Thomas Elijah Wingler, Religion	Lenoir, N.C.
Beverly Marsha Yount, Social Science	Lenoir, N.C.

*Cum Laude
**Magna Cum Laude

SUMMARY OF GRADUATES, May 12, 1974

	Men	*Women*	*Total*
Associate in Arts	1	34	35
Bachelor of Science	67	41	108
Bachelor of Arts	46	22	68
	114	97	211

HONORARY DEGREES

Doctor of Humanities
Wofford Benjamin Camp
James Orville Terrell

Doctor of Divinity
Charles Quitman Carter

CITATION

Mrs. Maggie Camp Swofford

SPECIAL RECOGNITIONS

Leonard A. Allen
Mrs. Gladys DeJournette Morris
Dr. Mario A. Suarez

AWARDS

Huggins Citizenship Medal – Jerry Calvin Burleson
Curtis Citizenship Medal – Donna Kay Abrams
Senior Scholastic Achievement – Donna Kay Abrams
Junior Scholastic Achievement – Christine Self Dukes
Sophomore Scholastic Achievement – Mary Helen Hutchinson
Freshman Scholastic Achievement – Sarah Louise Ormand

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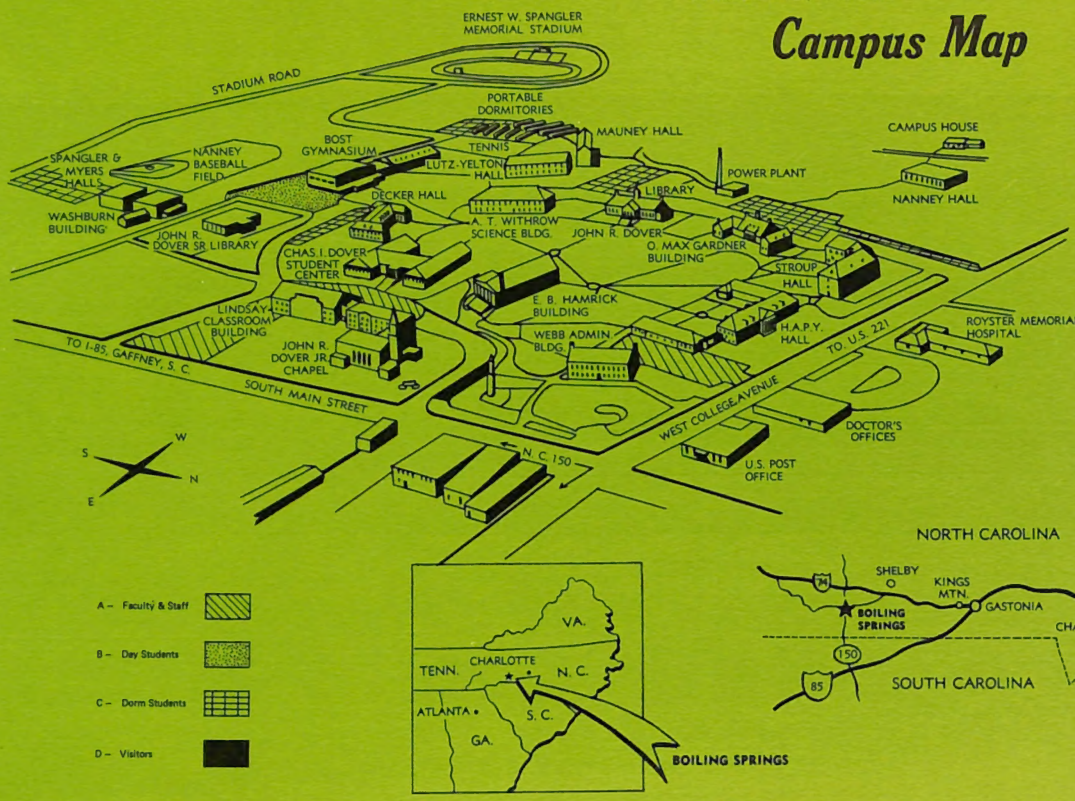
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The College reserves the right to make necessary changes without further notice.

GARDNER-WEBB COLLEGE

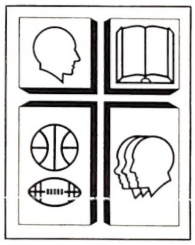
BOILING SPRINGS, N. C. 28017

Campus Map



Asheville	70
Atlanta, Ga.	200
Charlotte	50
Columbia, S. C.	120
Forest City	15
Gaffney, S. C.	15
Gastonia	30
Greenville, S. C.	70
Hickory	40
Lincolnton	25
Morganton	43
Rutherfordton	20
Shelby	9
Spartanburg, S. C.	35

Gardner-Webb College



Boiling Springs,
North Carolina 28017
Telephone No. 704-434-2361